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The Quality of a Globalized Character-Based  
Education in Missouri

by

Justin Heath Yates

November 2017

A Dissertation submitted to the Education Faculty of Lindenwood University in

partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

The Quality of a Globalized Character-Based  
Education in Missouri

by

Justin Heath Yates

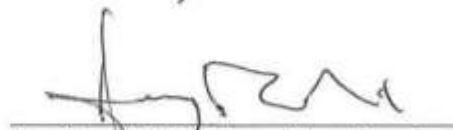
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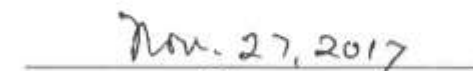
  
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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Justin Heath Yates

Signature:  Date: 11-27-2017

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## **Abstract**

This research study involved examination of the quality of globalized character-based education in Missouri and the reasons secondary public schools have been slow to adopt globalized educational programs such as the International Baccalaureate Diploma Programme (IBDP). This established programme has been the standard-bearer across the globe during the last 40 years and continues to promote the evolution of new globalized educational programs (IBO, 2017c). The International Baccalaureate (IB) Programme is now in 3,662 schools worldwide with 1,465 schools located in the United States (International Baccalaureate Organization [IBO], 2015b), but only 11 of the 573 Missouri public secondary schools have instituted a working IBDP (IBO, 2017c). A quantitative research study was conducted using a survey based on global characteristics as established by the IB Learner Profile. Data were collected from four specific groups within Missouri: 103 students currently enrolled in an IB Diploma School, 10 IB coordinators, 16 admissions directors of post-secondary institutions that offer IB credit, and 86 human resources directors at Missouri-based globalized businesses. These groups were chosen because of their relationship with the IB Learner Profile characteristics as demonstrated by IB Diploma candidates and the hiring process of employees in the 21st-century workplace. The further a student progresses educationally, the less often evaluators see the criteria of globalized learners being followed. The weaknesses revealed through this study can help drive the evolution and possible expansion of more globalized character-based programs in secondary schools in Missouri.

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## **Chapter One: Introduction**

Nelson Mandela, former president of South Africa, once said, “Education is the most powerful weapon which you can use to change the world” (as cited in Durando, 2013, p. 2). This has never been truer in the world than it is today. Students in the United States are being expected to learn more information at a faster pace than their forebears were ever required to learn (Strauss, 2016). Therefore, as educators in Missouri, the following question looms: Are we educating students effectively to become globalized citizens of the 21st century?

The adoption of globalized educational programmes to prepare all students for success in a globalized community has been a slower process in secondary public schools throughout Missouri than it has in other states such as New York, Florida, and California (International Baccalaureate Organization [IBO], 2017b). According to Richard J. Barnet and John Cavanagh (1995), 80% of the world’s population lived outside of global consumer networks. In 2014, the percentage of the world’s population outside global consumer networks dropped to a mere 20% based on estimates of total numbers of humans with the internet, cellphones, and social media connections (Cisco, 2014). The world’s borders are shrinking as seen through the increase in an online workforce, cheaper outsourced labor, and global money exchanges (Massolution, 2013).

This study involved an examination of the perceptions of four specific subgroups of people who are either currently heading programs of globalized studies, participating in a globalized programme, evaluating graduates of globalized programmes, or evaluating candidates for employment based on a common globalized learner profile. The perceptions of current stakeholders within Missouri’s International Baccalaureate (IB) Diploma schools’ globalized educational programmes were analyzed to address the issue

of programme effectiveness when implementing the IB Learner Profile to help students in Missouri adapt to the ever-changing economic world climate. The study included examining strengths and weaknesses of current IB Diploma Programmes to provide feedback for improving effectiveness. Responses from the following four subgroups of stakeholders were analyzed to determine if correlations exist: IB Diploma seniors, IB coordinators, human resource directors in Missouri-based globalized businesses, and post-secondary admissions directors in Missouri.

Students who have participated in an IB Diploma school are able to develop the skills and knowledge necessary to positively impact the current global economic environment (Horn, Hendel, & Fry, 2011). All but 11 public secondary schools in Missouri have failed to make the educational transformation from a curriculum focused on the idea of promoting local programmes to a globalized curriculum promoting a learning profile of international-mindedness (IBO, 2015b). This resistance to change may be due to a common mentality among administrators, teachers, and school board members in Missouri who were largely educated in a pre-globalized educational system (Van Vooren & Lindsey, 2012). Public secondary schools need to overhaul outdated, archaic curricula by replacing them with globalized educational programmes such as the IB Programme (Van Vooren & Lindsey, 2012).

### **Background of the Study**

With the rapid advancements of science and technology over the past 30 years placing costly demands on public schools in Missouri, school administrators and school boards are becoming more open to the idea of incorporating globalized education programmes into their current curricula (Missouri Department of Higher Education,

2014). The proven model most widely used around the world is the IB Diploma Programme, which has been in existence since the early 1960s (IBO, 2014). The programme was initially created as a means for United Nations diplomats' children to access a quality education that would not reduce their chances of getting into quality post-secondary schools (Walker, 2009). Marie-Thérèse Maurette began the concept of the IB Diploma Programme in her 1948 paper for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) called *Ways for Educating for Peace: Do They Exist?* (Van Vooren & Lindsey, 2012). This report defined how to educate students to “become members of the human race as a whole in addition to being citizens of separate nations” (Walker, 2009, p. 6).

Maurette's educational theories included the incorporation of a second language and a service learning component embedded in the curriculum to engage students in their communities (Tate, 2013). In 1962, the term *International Baccalaureate* emerged, and in 1963 the high school diploma programme exams began (Walker, 2011). The concept of international-mindedness, which is a guiding force within the IB mission statement, helps guide schools toward a reduction in the prejudices and mistaken ideas about foreigners so prevalent in today's society (Walker, 2011).

The IB Programme is now in 3,662 schools worldwide with 1,465 schools located in the United States (IBO, 2015b). The IB Diploma Programme has maintained a consistent yearly growth rate of 7.92% over the last 35 years (IBO, 2015b). In Missouri, the growth rate for IB schools is a much slower 0.3% (IBO, 2015b). Currently, only 11 of the 520 public school districts in Missouri offer the IB Diploma Programme (IBO, 2015d).



## Conceptual Framework

The framework for this study centered on the importance of international-mindedness for secondary graduates. According to the IB mission statement, “Students must first develop an understanding of their own culture and national identity” (IBO, 2015c, para. 3). The IB programme is based on a mutual understanding of students, teachers, and school leaders developing an appreciation of their own cultures while remaining open to the diversity that exists in other individuals and communities (Singh & Qi, 2013).

This self-awareness must begin with the IB Learner Profile, which has been developed over the last 50 years (Bullock, 2014). The IB Programme operates under the following mission: “IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IBO, 2015c, para. 4). Additionally, the IB Learner Profile:

...provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. IB learners will strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. (IBO, 2015c, para. 3)

If a school district has adopted and practiced the IB Learner Profile effectively, then students will begin demonstrating these values through peer interactions, self-efficacy, and behavior (Bullock, 2014).

The philosophy of international-mindedness is a set of values and beliefs that can be manipulated by individuals or governing bodies as they see fit, unless there is a

conceptual framework of cultural proficiency established as a guide for schools to follow (Dale, 2000). With the increased focus on testing in schools due to No Child Left Behind, the Race to the Top Initiative, and the Common Core Initiative, schools must look at their present conditions in regard to cultural proficiency to determine what is being taught, how it is being taught, and if it is effective in helping students achieve success (Onosko, 2011). Culturally-proficient educators can help students embrace diversity and respond to it in ways beneficial to successful learning (Onosko, 2011).

According to Roberts (2009), administrators must figure out how to adopt the framework of international-mindedness and cultural proficiency into “mission statements, curricular pedagogy, assessment policies, the nature of the administration and the role of the school principals” (p. 5). Students and teachers will then have a greater understanding of a globalized worldview and how to make positive contributions to it (Gay, 2013). Using the criteria defined by the IB Learner Profile as determined by the IBO, the benefits of implementing a globalized educational programme will have a substantial impact on the future success of a globalized economy (Mansilla & Jackson, 2011).

### **Statement of the Problem**

Secondary schools in the United States are falling farther behind other countries by failing to offer globalized education programmes to prepare students for success in post-secondary schools (Hanushek, Peterson, & Woessmann, 2013). Many post-secondary schools have adopted a common philosophy concerning globalized educational programmes since the Supreme Court ruling of *Brown v. Board of Education* in 1954 (Duranczyx, Higbee, & Britt-Lundell, 2004). Currently, over 500,000 college students in

the United States are from various countries around the world (Ferrante, 2012). To keep up with the growing diversity of the college campus, post-secondary schools are adapting the campus environment and curriculum of courses to produce thinkers who will be prepared to make an impact in the global communities of the 21st century (Murphy & Eddy, 1998). Post-secondary schools polish students from the unhoneed molds of a traditional America-centric curriculum with very little globalized background knowledge (Stewart, 2012). Secondary school administrators, teachers, and school boards are failing to prepare students to exist in a globalized community (American Association of Colleges for Teacher Education [AACTE], 2010).

In 1968, the United Nations recognized the problems associated with the American educational system (IBO, 2014). The United Nations offered a new globalized programme of study referred to as the IB Programme (IBO, 2014). The programme has been successful in developing globalized programmes in public and private schools focused on the development of international mindedness and academic rigor, which in turn provide students with a unique set of skills, attitudes, and perspectives for success in university and life (IBO, 2015c). The programme is currently being offered in 4,783 schools in 146 countries around the world (IBO, 2015b).

Despite the positive results of this programme over the last 45 years, Missouri has only produced 11 certified IB World Schools in relation to the 1,462 IB World Schools in the United States (IBO, 2015b). The model created by the IBO provides a framework for what former IB Director, General Gerard Renaud, believed “is considered a necessary alternative to the educational curriculums currently available in the world” (as cited in Van Vooren & Lindsey, 2012, p. 27).

The intent of this research was to identify strengths and weaknesses of current IB Programme student comprehension of the IB Learner Profile to allow for meaningful recommendations on how to improve current programmes. The school improvement recommendations will assist current IB schools and non-IB schools considering IB certification and implementation of a meaningful globalized educational programme in Missouri. The 21st-century global economy of Missouri is dynamic, information-based, and globally competitive (Missouri Department of Higher Education, 2013). Therefore, students need a more dynamic globalized educational programme to increase the likelihood of Missouri students making a positive impact in a globally competitive world (Missouri Department of Higher Education, 2013).

### **Purpose of the Study**

Recent educational research suggests a more globalized educational approach should be implemented throughout the current educational landscape of the American educational system (Shaklee, 2011). This researcher identified the strengths and weaknesses of Missouri IB Diploma Programme graduates using the IB Learner Profile as a model. The investigator also examined current perceptions of IB Diploma graduates so a course of action can be developed to resolve weaknesses and better prepare students for success in post-secondary schools and the 21st-century workplace (Kim, 2011).

Based on survey data, weaknesses hindering the success of globalized educational programmes in Missouri were identified and recommendations were made for the improvement and possible expansion of these programmes (Kim, 2011). Missouri education stakeholders need to understand the effects a globalized educational programme will have on Missouri secondary school graduates (Grant & Portera, 2011).

From this better understanding, future education policy changes can be promoted to stimulate the improvement and growth of globalized educational programmes in Missouri (Marshman, 2010).

**Research questions.** The following research questions guided this study:

1. What are the perceptions of Missouri International Baccalaureate (IB) Programme directors of IB Diploma graduates' comprehension of the IB Learner Profile?
2. What are the perceptions of admissions directors in post-secondary colleges offering IB course credit of IB Diploma graduates' comprehension of the IB Learner Profile?
3. What are the perceptions of human resources directors in Missouri-based globalized businesses of perspective candidates educated using criteria emphasized in the IB Learner Profile?
4. What are the perceptions of IB Diploma seniors of their comprehension of the IB Learner Profile?

### **Definition of Key Terms**

For the purposes of this study, the following terms are defined:

**Cultural proficiency.** Cultural proficiency is a “mind-set, a worldview, a way a person or an organization makes assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments” (Lindsey, Robins, & Terell, 2009, p. 1).

**Diploma years programme (DYP).** The DYP is a rigorous and academically challenging course of study available in secondary schools around the world that prepares students for success at university (IBO, 2015d, para. 1).

**Economic globalization.** Economic globalization is the idea of a borderless economy across the world (Shigeyuki, 2002).

**Globalized education program.** A globalized education program uses an international-based curriculum preparing students to function in a “one-world environment intellectually, professionally, and humanistically” (Gauthier, 2011, p. 7).

**International Baccalaureate (IB).** The IB is a programme that aims “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” and to encourage students across the world to become active, compassionate, and lifelong learners (IBO, 2013, p. 1).

**International Baccalaureate career-related certificate.** The IB career-related certificate is a programme for students aged 16 to 19 incorporating the vision and educational principles of IB Programs into a specially designed offering for students who wish to engage in career-related learning (IBO, 2013, p. 1).

**International Baccalaureate Learner Profile.** The IB Learner Profile is “the IB mission statement translated into a set of learning outcomes for the 21st century and provides a long-term vision of education” (IBO, 2013, p. 1).

**International-mindedness.** International-mindedness refers to the set of world values that are the “broadest context for learning, develops conceptual understanding

across a range of subjects and offers opportunities to inquire, act, and reflect” (IBO, 2013, p. 1).

**Middle years programme (MYP).** The MYP is a programme designed for students aged 11 to 16 providing a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, while becoming critical and reflective thinkers (IBO, 2013, p. 1).

**Primary years programme (PYP).** The PYP is a programme designed for students aged three to 12 focusing on the development of the whole child as an inquirer, both in the classroom and in the world outside (IBO, 2013, p. 1).

### **Limitations and Assumptions**

The following limitations were identified in this study:

**Sample demographics.** The study was limited to the perceptions of those individuals who were surveyed. These individuals represent a small sample size of a larger population. The IB coordinators may have been influenced by the number of years they had been involved with the IB programme, and the perceptions of the human resources directors may have been different from perceptions of Missouri candidates, because job recruitment does not take place in Missouri. Post-secondary admissions directors may have been limited in their perceptions of IB applicants from Missouri, because the duties of their profession require them to admit applicants from all over the world. Another limitation is the research findings cannot be generalized to all states in the United States.

**Instrumentation.** A 30-statement survey was developed by the researcher based on the 10 characteristics of a globalized learner identified in the IB Learner Profile.

## Summary

The IB Diploma Programme Learner Profile, which acts as a foundation of any globalized educational programme, is currently practiced in only 11 secondary schools out of the 573 total in Missouri (IBO, 2017c). Missouri is lacking globalized educational programs in secondary school districts to prepare students to compete in the 21st century (Stewart, 2012). The IB Learner Profile acts as a guide for the expansion of globalized educational programmes (Bullock, 2014). The IB Diploma Programme has a proven track record for success around the world in developing globalized thinkers in secondary schools, but Missouri school administrators have failed to acknowledge the importance and need for more globalized educational programmes (IBO Global Policy & Research Team, 2010). This is a problem that must be addressed quickly before the students of Missouri fall farther behind and lose the ability to compete in a global marketplace (Hanushek et al., 2013).

The perceptions evaluated in the IB Learner Profile Survey may provide valuable data for school administrators and school boards in Missouri. By identifying variances in current perceptions of the IB Diploma Programme, it becomes possible to identify misconceptions and varying expectation levels when assessing student abilities based on the criteria identified in the IB Learner Profile. This research may help promote or demote globalized educational programmes in Missouri.

In Chapter Two, an argument is made for the need of a study designed to assess the perceptions of various stakeholders involved in the process of implementing and running effective globalized character-based education programmes in Missouri. The main topics addressed in Chapter Two include globalization theory, the evolution of



globalization in the United States, the growth of emerging economies, and the future importance of a global education. Also discussed in the chapter are the following: the creation and philosophy of the IB Programme, barriers in the United States for IB Programmes, and the philosophy and future goals of IB Programmes. Completing the review of literature, the topics include the IB's impact on college admissions, the role of IB in a globalized economy, the rigor of IB Programme graduates, the preparedness of IB Programme graduates, and the benefits and challenges for the IB Programme in the United States.

## Chapter Two: Review of Literature

Secondary schools in the United States are falling farther behind other countries by failing to offer globalized education programmes to prepare students for success in post-secondary schools after graduation (Hanushek et al., 2013). The adoption of globalized educational programmes to prepare all students for success in a globalized community has been a slower process in secondary public schools throughout Missouri than it has in other states such as New York, Florida, and California (IBO, 2017b, p. 1). The perceptions of stakeholders in current globalized character-based education programmes offered in Missouri were elicited to determine if these programmes are effective. The data used to support this research study were based on the responses of IB coordinators, human resources directors, admissions directors and IB Diploma seniors to the IB Learner Profile Survey.

The literature review focuses first on the evolution of the globalization theory in response to a world in crisis immediately following World War II. More specifically, the focus is on the philosophy supporting globalization theory and the evolution and integration of globalization theory into mainstream education. In addition, the importance of adaptive globalization policies in secondary education for the foreseeable future is also examined thoroughly.

This chapter includes information explaining the United Nation's response to the lack of globalized education in secondary schools around the world, which led to the creation of the IB Programme. The evolution of the IB Diploma Programme into United States schools is explored thoroughly using existing research. Next is an examination of the reasons for the widespread lack of IB acceptance by Midwestern public secondary schools because of issues such as the cost-effectiveness of IB implementation, post-

secondary school preparedness from an IB Diploma Programme, and the supportive role of the IBO in implementing new federal reforms.

Lastly, the literature review is focused on the role of secondary students in IB Diploma Programmes around the world, including what their philosophy for learning should be, how the IB Diploma Programme affects the college admissions process, and what the future role of students should be in a globalized world. Benefits and deficiencies of implementing an IB Diploma Programme are examined regarding students located in the Midwestern United States while examining the reason for an educational gap in globalized character-based curriculum in Missouri. The philosophy of globalization is linked to the IB Learner Profile, which provides a proven system of learning that can help Missouri high school graduates succeed in a 21st-century globalized economy after graduation (Gauthier, 2011).

The literature review is also focused on the establishment of recognized globalized theory, the establishment and integration of the IB Programme into the United States school system, and the role of IB Diploma Programme graduates in Missouri. Personal conjecture and the opinions of private citizens about the political motives behind the implementation of IB Programmes by the United Nations or other organizations were excluded for lack of validity unless viewed through the lens of localized barriers to the expansion of the IB Programme in Missouri.

### **Globalization Theory**

The idea of globalization was first conceived in the 1930s and has been an intensely debated topic for the last half-century (The Levin Institute, 2016). In the educational world, globalization has come to epitomize “the global life of the mind”

(James & Steger, 2014, p. 417). After upheaval of the world's political and economic structures following World War II, many of the leading educational policymakers were tasked with the responsibility of developing an educational program based on the philosophy of developing citizens' character in a way that countries would no longer have to settle differences with such extreme measures (James & Steger, 2014).

Globalization, which was an idea that had been around since the late 1930s and was only confined to individual profit-seeking or political competition, was now thrust into the forefront due to the new cultural structure of international life (Lechner, 2001). Because of the work of several organizations, such as the United Nations, international governmental organizations, nation-states, voluntary associations operating as social movements, and scientists and professionals as experts whose own authority was derived from similar world-cultural principles, agreed a new form of globalized education was necessary for countries to continue competing in a global economy (Boli & Thomas, 1997).

The theory of globalization has evolved through the expansion of a common world culture over the past 70 years into an isomorphic structure of similar institutionalized world models (e.g., similar constitutional forms, public educational systems, policies of women's rights and the environment) (Strikwerda, 2000). The weaker the nation-state's influence on the world polity, the more symbolic the educational reforms via national policies and control systems (Cerna, 2013).

Unfortunately, these types of change have more difficulty assimilating into the classroom (Boli & Thomas, 1997). It is the international non-governmental organizations that carry out and elaborate global principles, and these organizations "are built on

principals of universalism, individualism, rational voluntaristic authority, progress, and world citizenship” (Boli & Thomas, 1997, p. 173). It is because of the lack of exclusive control in this structure that innovation is allowed to flourish exponentially (Boli & Thomas, 1997).

This makes the idea of a global character-based education centered on the formation of a global citizen very difficult to accept throughout skeptical, ultra-conservative areas of the United States (The Levin Institute, 2016). If structured properly, a global character-based education can be a life-changing experience for students involved in it (The 101st American Assembly, 2002). Dammani and Indani (2012) determined:

A global education is a cross-curricular perspective that is concerned with: understanding international development issues and ways to reduce poverty; peace-building and resolving conflict; appreciating and valuing diverse cultures, languages and religions; promoting human rights and social justice; and working towards environmental sustainability. (p. 2)

Becoming a global citizen requires a student to look beyond borders to the very substance of humanity to uncover the true purpose of what it means to be human (Andersen & Rainie, 2012).

The world is very different from the world of previous generations. The last 30 years have brought significant changes to education and to the role a student must be ready to play in a globalized society to be successful (Hargreaves & Shirley, 2012). Four trends have emerged as particularly significant areas all educational institutions must be familiar with and must in turn develop curriculum programmes to address (U.S.

International Trade Commission, 2013). The first trend is economic (Lomas, 2017). Economies around the world are borderless and growing exponentially, especially in the Asian countries of China, Japan, and India (U.S. International Trade Commission, 2013). The United States must be ready for the reality of the majority of its companies' growth to be overseas (U.S. International Trade Commission, 2013).

The second trend involves the evolution of science and technology (Organisation for Economic Co-Operation and Development [OECD], 2016). Students must be trained to operate within globalized and digitized business teams (OECD, 2016). The world is not slowing down, and as the innovation evolves, so must educational systems in the United States (OECD, 2016). The third trend involves health and security (Epstein & Yuthas, 2012). Graduates must be able to develop problem-solving skills needed to address the challenges of an evolving environment to sustain the highest quality of human existence without sacrificing economic progress (Epstein & Yuthas, 2012).

The fourth and final trend involves the constant, ever-changing demographics of the United States (Stewart, 2012). According to Vivien Stewart, author of the 2007 article entitled "Becoming Citizens of the World," high school graduates will:

Sell to the world.

Buy from the world.

Work for international companies.

Manage employees from other cultures and countries.

Collaborate with people all over the world.

Compete with people on the other side of the world for jobs and markets.

Tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery. (p. 6)

Graduates must be successful in each of these four trends for a globalized economy to be effective and for a citizen to successfully exist in such a society (Stewart, 2007).

### **Evolution of Globalization in the U.S. and Growth of Emerging Economies**

Education has been evolving since the inception of globalization to meet the challenges of the interconnected world (Hargreaves & Shirley, 2012). After World War II, the evolutionary process was placed on hyper-drive and has yet to slow down (Waks, 2002). The way Americans lived, worked, and entertained changed when people who lived thousands of miles away in a variety of countries with varying socio-economic levels began to participate in the global economy (Waks, 2002). The same people, who were once considered insignificant to the economic success of American citizens, have now become increasingly influential in the growth and failure of the U.S. national economy (Zhao, 2009).

Since the 1970s, U.S. government officials and university representatives have understood the need for the country to sustain a dominant role in the global economy (Hutcheson, 2011). This opinion was made clear with the oil crisis of the late 1970s, an event that was a turning point for the United States because the country had finally come to the conclusion that its “vulnerability was not only military (as highlighted by the Cold War) but also deeply economic” (Hutcheson, 2011, p. 2).

Three challenges have directly affected the state of the American economic and educational systems as the country tries to transition into the modern age of the 21st century (Miller, 2007). The first challenge to the American educational system is to

understand how to help children secure jobs in the future (Daggett, 2014). Employers can find talent from anywhere on the globe by either moving their business to where the talent is located, outsourcing the jobs, or moving the talent to wherever it is needed (Zhao, 2009). The second challenge is how to determine what the American educational system can do to help children understand and interact with other countries and cultures effectively (Tucker, 2016). The third challenge for the American educational system is to define what can be done to help children develop a global view of thinking and a sense of global citizenship (Zhao, 2009). Finding the solutions to these three challenges was not made any easier when Congress passed the underfunded No Child Left Behind Act (NCLB) into law (Kolodziej, 2011). The NCLB Act instituted such a ridged curricular structure that very little room was left for anything except what must be taught for standardized tests, and schools are left struggling to keep up with the rest of the world (Kolodziej, 2011).

Fortunately for the American education system, the solutions to the three challenges presented by Zhao may be near with the passage of the Common Core State Standards (CCSS) and the new Missouri Learning Standards (MLS). The CCSS Mission Statement echoes similar challenges as those stated by Zhao:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the



future, our communities will be best positioned to compete successfully in the global economy. (Common Core State Standards Initiative, 2012, p. 1)

The Missouri Learning Standards are localized standards to “help ensure students learn basic and higher-order skills, including problem-solving and critical thinking” (Missouri Department of Elementary and Secondary Education [MODESE], 2017, p. 1). These standards are necessary if Missouri is to achieve its goal of becoming a top-10 school in the country by 2020 (MODESE, 2017). Unless Americans as a whole rise to the challenges presented by the fast-paced growth of smaller economies around the world, America’s dominance economically may be nothing more than a distant memory (RMC Research Corporation, 2013).

According to Graeme Wheeler, Managing Director of Operations for the World Bank, in a speech entitled *Globalization and the Challenges of Inclusion and Climate Change* given in 2008, the emerging economies around the world have hundreds of millions of workers increasing their productivity through the global transfer of skill-enhancing technologies. These are the same workers American workers and new college graduates are competing against for the chance to earn a living and support their families (Wheeler, 2008). Fueling these developments are record numbers of private capital flows and private remittances crossing invisible borders while aiding in the expansion of emerging economies around the world, and this trend is tripling on a yearly basis (Chea, 2011).

Trade has also become a powerful catalyst in promoting the new emergence of these competitive economies (Wheeler, 2008). Trade rates have expanded at twice the rate of industrial production, and developing economies now enjoy a 25% share of world

exports (Wheeler, 2008, p. 2). Wheeler (2008) noted, “Over the course of the next two decades rapidly growing markets such as Eastern Europe, Asia, and Latin America will have made huge inroads toward eliminating poverty—reflecting their increasing integration of these regions into the global economy” (p. 2). The educational community within the United States is enjoying a greater abundance of student involvement, because global competitiveness has made education an indisputable need to increase social mobility (Bailey, 2010). The income distances between a high school education and a post-secondary education are continually growing (Stromquist & Monkman, 2014). If the United States wants to remain economically solvent, other nations do not need to be looked at as enemies but instead as allies for the improvement of the world (Litan, 2000).

For educational institutions to develop meaningful curriculum and training programmes, educational leaders must first understand and accept the influence of globalization on the local economy (Brown, Laudner, & Ashton, 2008). There have been two waves of globalization over the past 30 years affecting global companies (Brown et al., 2008). The first wave involved borderless value chains which involved low-skilled, low-valued work, while higher-valued activities stayed close to home (Gereffi & Sturgeon, 2013). The second wave involved companies integrating key aspects of their human resources functions to determine the best way to achieve high-skilled and high-value work (Brewster, Sparrow, Vernon, & Houldsworth, 2011). The trend now is for global companies to make decisions in a home office, but the high-end work is being done in low-cost locations because borders have become increasingly irrelevant (Lauder & Brown, 2012). This places the U.S. economy at an increasing disadvantage because of the high cost of labor, and the educational system must learn to adapt for these companies

to see the value in employing recent graduates of American educational institutions (Brown et al., 2008).

### **Future Importance of Global Education**

Programmes offering globalized character-based education have become even greater in importance to the overall success of the U.S. economy and its ability to compete on a global scale (Stewart, 2012). This was expressed in the following quote from Professor Roger Dale (2000) of the University of Auckland:

The regional groupings of “America,” “Europe,” and “Asia,” are social, especially political-economic, constructions rather than geographically inclusive. These groups compete fiercely to advance the set of global agreements most favorable to them, but recognize that they are all ultimately dependent on the existence of a world that is safe for the pursuit of profit for all rather than the world that is safe for the pursuit of their own profit at the expense of others. (pp. 9-10)

The resulting growth of the global economy that includes all nations of the world has given rise to a type of globalization involving Trans-National Corporations (International Monetary Fund, 2008). The resulting speed of the transfer of finance affords a global economy the ability to operate outside of the control of one nation (Dale, 2000).

Education becomes the key to understanding, developing, influencing, adapting, and becoming part of a greater world culture, and Americans will need this adaptation to survive the significant changes occurring throughout the global economy (Schwab, 2016). It was out of this need to adapt and integrate to an ever-changing global demographic that the United Nations chose to create the IB Diploma Programme (IBO, 2014).

## **Creation and Philosophy of the IB Programme**

The most obvious method to success in a globalized economy is through the adaptation of a national educational system to reflect the rise of globalization throughout the world (Stewart, 2012). The IB Diploma Programme has become a catalyst for the localized development of global citizens (IBO, 2014). The IBO (2013) was founded in Geneva, Switzerland, in 1968 as a non-profit educational foundation. The IBO develops students with a strong sense of their own identity and nationality, and students also learn how to participate positively within their communities through the inclusion of a community service component in the IB Diploma Programme curriculum (IBO, 2015a). The sense of identity students learn through IB helps them to understand other cultures and readies them to participate in a global economy (IBO, 2013). According to the President's Committee on Education Beyond the High School (1957), the IBO created this programme for the following purpose:

To develop human beings of high character, of courageous heart and independent mind, who can transmit and enrich our society's intellectual, cultural, and spiritual heritage; who can advance mankind's eternal quest for truth and beauty and who can leave the world a better place than they found it. (p. 4)

To define the guiding principles behind the IB Diploma Programme, the IBO created the IB Learner Profile (IBO, 2015c). This document defined the goal of any IB Programme: "to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world" (IBO, 2015c, pp. 1-2). Ten characteristics were identified as necessary to achieve this goal: IB learners should be inquirers, knowledgeable, thinkers, communicators, principled, open-

minded, caring, risk-takers, balanced and reflective (IBO, 2015c, pp. 1-2). These 10 characteristics focus on four areas of character development (Bullock, 2014). The first is cognitive development, which centers on the learner being a knowledgeable and reflective thinker (Bullock, 2014). Students use “critical and creative skills to analyze” while making “reasoned and ethical decisions” (Bullock, 2014, p. 6). Also, students engage with ideas of “local and global significance” while developing an “understanding of personal strengths and weaknesses to support personal learning” (Bullock, 2014, p. 6).

The second area of psychological development focuses on the conative attributes of a student (Bullock, 2014). Students can “nurture curiosity” both independently and with others, which will in turn develop into a “love of learning that will last a lifetime” (Bullock, 2014, p. 9). The program challenges a student to “act with integrity and honesty” while taking “responsibility for one’s own actions” (Bullock, 2014, p. 9). Affective psychological traits are necessary for the character development of a student to show “empathy and kindness” toward one’s fellow man (Bullock, 2014, p. 10). The importance of balancing the “physical, intellectual and emotional aspects of one’s life” have to be developed before a student will be willing to be innovative when exploring ideas cooperatively (IBO, 2015c, p. 2).

The final area addressed by the IB Learner Profile involves the cultural development of each student (IBO, 2015c). Students must learn to appreciate their “own culture and respect other cultures and personal histories” while examining multiple points of view (IBO, 2015c, p. 1). Once students develop this capacity of understanding, they must be able to “communicate multiple perspectives effectively to individuals and groups” (IBO, 2015c, p. 2).

International Baccalaureate Programmes have only recently begun to manage any significant footholds in the overall American educational system because of common barriers prevalent throughout the country (Borstorff, Hearn, & Turley, 2013). These barriers now exist primarily because of misconceptions or false propaganda resulting in a groundswell of fear about the implementation of IB Programmes (IBO, 2013). Unless these barriers are confronted and broken, the expansion of the IB Programme in the United States will be slow and painful, especially in the more traditional education systems found within the Midwestern United States (IBO, 2017a).

### **Barriers in the United States for IB Programmes**

Repeatedly, the IBO has been accused of promoting universal values above American values, and thus is fundamentally “un-American” (Quist, 2006, p. 1). The theory behind this view is because the IB Programme originated from the United Nations and was created based on the same philosophies as the United Nations (Quist, 2006). The IBO promotes the idea of world citizenship rather than teaching students to be better American citizens (Saaverda, 2014). Also, the IBO has been said to undermine state and local curricular standards over which parents and teachers have no sway (Williams, 2008). School districts often find the standards IB provides are more rigorous than the standards established already (O’Brien & Devarics, 2012).

Because of these common misconceptions, the United States is in the midst of a culture war for intellectual Middle America (Mead, 2010). Large amounts of distrust exist between school systems and local families, prompting families not to see past the local school system elected to represent their moral beliefs, many of which are being ignored by the federal government (Kirst, 2010). More fuel has been added to this heated

issue by the federal government's implementation of the Common Core State Standards Initiative as can be seen by the refusal of the standards in Missouri, which led to the adoption of the Missouri Learning Standards written in 2014 and approved by voters in 2016 (Singer, 2016). The Midwestern ultra-conservatism movement has now turned its attention toward the IBO, and in response to the challenge, the IBO has changed its curriculum to focus on transitioning students toward the preparation of a globally minded student focused on global peace and prosperity and how to achieve it (Bunnell, 2009).

An example of Midwestern ultra-conservatism having an effect on education recently occurred in Lawrence, Kansas (Hancock, 2013). The school district and town rejected the IB Diploma Programme based cost-effectiveness, because the Lawrence school district would have required about \$48,000 in up-front costs during the first three years, plus an estimated \$82,000 a year in ongoing costs (Hancock, 2013, p. 2). The committee originally liked the IB Diploma Programme because of its increasing focus on the foreign language component, but instead chose to expand the existing Advanced Placement (AP) program and incorporate the AP Cambridge Capstone programme (Hancock, 2013). The committee decided on the AP expansion because the programme is more closely aligned with the Common Core standards in reading and math, as well as the Next Generation Science Standards (Hancock, 2013).

Many skeptics of the IB Diploma Programme believe it may undercut more popular programmes such as AP courses (Welsh, 2013). The main difference is that the AP courses are taken on an a la carte basis in a student's area of strength (The College Board, 2017). The IB Diploma Programme requires students to take a rigid two-year programme across many subjects and then pass tests in six subjects to gain their diplomas

(IBO, 2015d). Students can then earn enough credit to start college as a sophomore (Clayton, 1998). This is a common problem when school districts are deciding whether to adopt an IB Programme or maintain an already established AP program (Byrd, 2007).

Financial support has also been a big problem for prospective IB school districts (Mathews & Mathews, 2012). A high school of about 1,600 students will spend \$50,000 a year on training of teachers and administrators, grading of tests, and other IB activities (Mathews & Mathews, 2012, p. 45). The formal application process to become certified IB school districts takes anywhere from 18 months to three years (IBO, 2013). Each school pays an annual membership fee of \$10,400 for an IB Diploma Programme, \$8,700 for an IB Middle Years Programme, and \$7,600 for an IB Primary Years Programme, which does not cover the \$525 cost passed on to students for the final year's examinations (IBO, 2013, p. 1). The individual school districts are left to screen potential students for the IB Programme (Clayton, 1998). The IBO began to receive federal funding in 2003, and this has helped curb some of the cost burden placed on low-income districts and students (Apple, 2004).

### **Philosophy and Future Goals of IB Programmes in U.S. Secondary Schools**

The IBO (2015c) has been true to its roots of spreading the message of peace and understanding of cultures as is reflected in its current mission statement: "To create a better and more peaceful world through intercultural understanding and respect" (para. 3). The IBO (2013) is "an independent, apolitical, nonprofit organization that is not under the control of any ministry or government, including the UN, nor does its own or operates any of its schools" (para. 6). Additionally, a full IB Programme "requires its students to express themselves through a myriad of writing assessments, a community service



project, and a foreign language component to develop inquiring, knowledgeable, and caring young people” (Robinson, 2013, p. 2).

The IB Programme has been established in the United States for the last 40-plus years and is only getting larger (IBO, 2015b). As to the origins of the programme:

The first IB Diploma programme in the U.S. was established in 1971 at the United Nations International School in New York. In 1978, Jerome I. Case International School, Rufus King High School and Wausau East High School, all in Wisconsin, became the first public schools to implement the IB Diploma programme, together with Withrow International High School in Ohio. (IBO, 2013, p. 2)

When the 1983 report *A Nation at Risk* was published calling for greater federal support of education, the IB Programme was singled out as a model of quality (Boyer, 1983).

In 2002, the United States rejoined the Paris-based United Nations Educational, Scientific, and Cultural Organization (UNESCO), expressing a renewed national interest in the development of a national school curriculum dedicated to the training of students to become influential members of a global economy (Paige, 2002). The U.S. Secretary of Education, Rod Paige, issued a statement during the third annual International Education Week, stating the “necessity of bringing an international perspective into American classrooms” (as cited in Paige, 2002, p. 1). The U.S. Department of Education was one of only six government departments worldwide in 2006 that financially supported the IBO (2013).

The debate still rages about whether the IBO is an un-American educational system because of the global philosophies associated with the United Nations (Mathews,

2010). The IBO finally ended the debate by developing a conceptual framework for understanding the rationale of the IB Programmes in April of 2006 and the 10-point IB Learner Profile that appeared along with it (IBO, 2013). The framework included the following: “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet in order to help create a better and more peaceful world” (IBO, 2013, p. 2). The 10-point profile noted “all IB learners will strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective” (IBO, 2015c, p. 1).

According to Bradley Richardson, the IB North America’s regional director based in New York, “The (IB) programme does more than boost the fortunes of a small group of motivated students. IB teachers retool to teach at college level, and most use elements of that approach in non-IB classes” (as cited in Clayton, 1998, p. 12). A recent survey given to university admissions officers in Britain, the United States, and Europe asking them to compare their own country’s secondary school qualification with IB showed that IB students were better-prepared in nine different categories including “business skills, communication skills, creativity, the ability to cope with pressure, and detailed knowledge of a subject” (Guttenplan, 2011, p. 2). The IB Programme was rated either equal to or superior to other qualifications in all the categories (Guttenplan, 2011).

The problem with the United States philosophy can be summarized in a response by Christopher Watson, Dean of Undergraduate Admissions at Northwestern University, who stated:

While the various qualifications are definitely not all the same, one is not better than another. What we're looking for are candidates who have taken the most demanding subjects offered by their particular school. We look at every class a student takes and I think parents don't realize how in-depth we look. (Guttenplan, 2011, p. 3)

Even though the IBO (2013) has strict standards on how each of its programmes should be implemented, local school districts still have 100% control over how to implement the IB Programme, determining and maintaining full control over the IB curriculum and deciding when and if to adopt it. Local school boards also vote to adopt or withdraw an IB Programme (IBO, 2015d). If the district decides to adopt the IB Programme, then it is up to the school to align its educational standards with the IB conceptual framework (IBO, 2013). This has helped expand IB Programmes across the nation at an exceedingly high rate (IBO, 2015b).

The IB Programme has been established in the United States for 40-plus years (IBO, 2015b), and the IB Diploma Programme has evolved by adding the Middle Years Programme in 1994 and the Primary Years Programme in 1997 (IBO, 2014). The expansion of IB world schools reached into the thousands in mid-1999 and into the two thousands in mid-2004, with 38% of these schools existing within the United States, making it the largest country supporting the IB Programme (IBO, 2015b, p. 2). There has been an average growth of 17% since 1971, and the IBO expects to be educating 2.5 million children in 10,000 schools by 2020 (IBO, 2013, p. 1). Only 4% of American schools offer IB Diploma Programme compared to the 67% who offer the Advanced Placement program (IBO, 2015d).

The stigma of IB only being offered in private schools is inaccurate, because 90% of IB world schools in the United States are state-funded (Walker, 2005). Legislation has been passed, such as the Common Core State Standards, intended to increase the academic standards, offer more parental choice, and undertake research on attainment based on international standards (Bunnell, 2009). There are currently 520 candidate schools in the United States involved in the admissions process for becoming an IB school and 507 additional schools that have expressed interest in becoming an IB school (IBO, 2013, p. 1).

### **IB Impact on College Admissions**

One of the main reasons parents want their children involved in IB schools is so students can earn entrance and pay for prestigious colleges (Pannoni, 2014). An IB diploma is recognized by over 1,100 institutions and universities in North America (IBO, 2015b). Similar to AP scores, IB recognition is left up to individual institutions (IBO, 2013).

In the Midwestern United States, the following universities are just a few to offer scholarships for IB diplomas with students evaluated for available scholarships on an individual basis by each institution. This is not a complete list of all financial aid available to students with an IB diploma in Missouri, but just a few examples of available local university support:

- Drury University (2017) offers a \$10,000 annual and renewable scholarship for a student with an IB diploma.

- Missouri State University (2017) offers a \$5,000 Board of Governors Scholarship for students with an IB diploma which is renewable over four years.
- Missouri Western State University (2017) will automatically receive a \$4,000 President's Scholarship for students with an IB diploma, and students with an IB certificate can earn a \$1,500 Governor's Scholarship.
- Northwest Missouri State University (2017) offers a \$1,000 IB scholarship.
- Truman State University (2017) offers a \$2,000 IB Scholarship per academic year.

Several out-of-state colleges in the Midwest also offer scholarships for IB diploma students:

- The University of Nebraska-Lincoln (2017) offers the International Baccalaureate George Beadle Scholarship worth \$11,700 per year to students who score a minimum of 27 on the ACT and possess an IB diploma.
- Mississippi State University (2017) offers an IB scholarship worth \$4,000 to \$14,000 per year for an IB diploma.
- The University of Tulsa (2017) offers an IB scholarship worth \$3,000 per year.
- Through the Midwestern International Baccalaureate Schools, students can also earn two one-time \$500 scholarships, one based on merit and one based on need (St. Joseph School District, 2013).

Some schools offer the IB Programme K-12, and some limit the offering to just the last two years of high school (IBO, 2015d). The students who take the programme in high

school are dedicated and determined with enough initiative to achieve good grades on the six major tests, complete the 4,000-word research paper and a critical thinking course known as Theory of Knowledge, as well as obtain enough community service hours required to receive an IB diploma (Mathews & Mathews, 2012).

### **Role in Globalized Economy and Rigor of IB Programme Graduates**

The Missouri Department of Higher Education (2016) leaders understand the importance of implementing an educational system focused on training Missourians to recognize the immediate need to become competitive globally. According to the Imperatives for Change, a coordinated plan for the Missouri Higher Education System to help Missouri graduates become productive members of a globally competitive society, Missouri Higher Education institutions must address the following three key strategic issues to become successful:

The first goal is to help Missouri graduates to attain more degrees to enhance the quality of the workforce and the quality of life of Missouri residents. The second goal is to develop a 21st-century society and global economy by offering an education that will be dynamic and information-based, by collaborating with government organizations and businesses. The third goal is to enhance resources through increased investment, stewardship, and shared responsibility for providing the quality global education necessary to make Missouri's workforce more competitive which will in turn improve the quality of life for all Missourians. (Missouri Department of Higher Education, 2013, p. 2)

The Missouri Department of Elementary and Secondary Education has been slow to respond to the growing need for more globalized educational programmes based on the

slow growth rate of globalized character-based educational programmes in Missouri (IBO, 2015b). One example is the fact the IB Programme is only found in 1,207 U.S. high schools, less than 4% of the nation's total, but the number of school districts offering IB Programmes has doubled in the last decade (Mathews & Mathews, 2012, p. 48). About 1,100 public school districts, or 91%, offer the IB Programme and receive federal funding for operational expenses (Gordon, 2015, p. 2). Currently, Missouri has only 11 total schools providing a globalized educational programme, making it one of the slowest-growing public school areas in the country to integrate globalized educational programmes such as IB (IBO, 2013, p. 3).

According to research from the University of Chicago in cooperation with the IBO, U.S. data on IB Diploma students showed a steady growth in students eligible for free or reduced price meals, climbing from 12% in 2006 to 21% in 2012 (Coca, et al., 2012, p. 1). About 11% are African-American, and 15% are Hispanic, which suggests the IB Programme is becoming more available to all ethnicities regardless of socio-economic background (Coca et al., 2012, p. 2).

There are numerous successes for many IB schools, as cited in a recent 2012 *U.S. News & World Report* article that ranked 11 IB World Schools in America among the top 25 best high schools in the United States (IBO, 2013, p. 4). The adjustment to an IB curriculum in high school often requires school districts to improve instruction in lower grades (IBO, 2015d). According to Martin Creel, director of enriched and innovative programs for the Montgomery County Maryland Schools, in order “for a school to successfully implement an IB program, it has to build a whole culture that is IB-oriented to help all students” (Mathews & Mathews, 2012, p. 48). The IB approach requires

students to make numerous connections among subjects, such as science, literature, and history, with an added emphasis on international programs not found in most U.S. high schools (Mathews & Mathews, 2012). Foreign language is a large part of the IB Programme in each of the three levels: Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Years Programme (DYP) (Mathews & Mathews, 2012, p. 49). Very few individual schools offer all three levels of IB Programmes to students (IBO, 2015b).

The main competition to implementing IB Programmes in the United States is the Advanced Placement (AP) programme (Pannoni, 2014). The IB Programme has several similarities to its AP counterpart but some very distinct differences depending on how the schools offering AP and IB courses are structured (Pannoni, 2014). First, in a school that has both IB and AP courses, students can often take just the classes in their strongest subjects, which can lead to students losing out on key components of the IB curriculum necessary to become international-minded inquirers (Robinson, 2013).

The IB Programme also has some key differences when it comes to final exams, since IB classes and exams tend to require more research, and the exams are structured to challenge students to apply the knowledge they have learned in new scenarios and to test “the student’s ability to react to new information in a limited amount of time” (Robinson, 2013, p. 3). The tests are also graded by examiners from all over the world, whereas AP final exams tend to be more focused on rote learning and are standardized in format (Robinson, 2013). In addition to the testing requirements, IB Programmes can be offered K-12 in order to prepare students for the rigors of the IB Diploma Programme starting



during their 11th-grade year (Pannoni, 2014). The AP programme is only offered during the upper-level grades in high school (Robinson, 2013).

### **Preparedness of IB Programme Graduates**

The IB Programmes have evolved into a system that starts very early in a student's educational career to help him or her be successful, in some cases as early as kindergarten (Gray, Scott, & Auld, 2014). The Primary Years Programme focuses on the following six themes: "who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet" (IBO, 2013, p. 1). The Middle Years Programme builds on the previous six themes by allowing students to consider IB's five "areas of interaction" such as "approaches to learning, community and service, human ingenuity, environments, and health and social education" (Robinson, 2013, p. 2). Both of these programmes are followed by the Diploma Years Programme, which has already been discussed in-depth (Robinson, 2013). The total number of IB exams taken in the last five years has increased by 70,000 (IBO, 2017b). Students continue to pass the exams at a 69% level (IBO, 2013, p. 1).

Recently, Mayor Rahm Emmanuel and the Chicago Public Schools (2012) announced the creation of five new IB schools in the Chicago Public Schools system. The expansion is part of Mayor Emmanuel's Chicago Public Schools initiative to open 10 new IB Diploma Programmes in high schools across the city (Chicago Public Schools, 2012). According to the CEO of the school, Barbara Byrd-Bennett:

By expanding the IB programmes across the city, we're giving more students access to the kinds of challenging curricula that not only prepare them for college

but develop their intellectual curiosity, laying the foundation for our children to become active, lifelong learners. (as cited in Chicago Public Schools, 2012, p. 1)

The March report issued by the Chicago Consortium on Chicago School Research stated, “. . . CPS IB Program students are 40% more likely to attend a four-year college and 50% more likely to attend a more selective college (Chicago Public Schools, 2012, p. 2). The IB Diploma Programme college retention rate of students is nearly 90% (IBO, 2017b, p. 1). Of the students studied, about 75% were African-American or Latino, and about the same percentage were from low-income families (Robelen, 2012, p. 5). The schools have shown a need for developing globally minded students in very diverse low-income areas as a way of achieving student success in school and life (Quick, 2016).

Recently, the IBO has begun piloting the International Baccalaureate Career-Related Certificate (IBCC) programme as an option for those students who do not feel academically prepared to enter the IB Diploma Programme and are not planning on attending four-year colleges (Robelen, 2012). The IBCC programme combines the same academic rigor and international focus with technical skills training (Robelen, 2012). About 100 schools have already applied to implement the new IBCC Programme (IBO, 2015b). Stephon Spahn, Chancellor of the Dwight School in Manhattan, asserted the programme will provide a greater opportunity for thousands of students previously intimidated or unprepared to complete diploma courses (as cited in Finkle, 2012). Spahn stated:

Whereas you might have 500,000 students doing diploma programme in the United States, I see 5 to 10 million students doing the IBCC. Every school has kids who are passionate about digital photography, computer applications, making

films—where we are capturing their interest so they have a career which is critical for the future success of America. (as cited in Finkle, 2012, p. 1)

According to Sphan, the IBCC differs from typical vocational education on many levels such as the Approaches to Learning courses, which build the knowledge of students and the requirement of each student completing a career project guided by a mentor (as cited in Finkle, 2012). He also expressed it is important for students to fulfill the foreign language requirement and take a concentration of academically rigorous coursework in an area that interests them (as cited in Finkle, 2012).

Another advocate of the IBCC is Nikki C. Woodson, Superintendent of the Metropolitan School District of Washington Township in Indianapolis, Indiana (Mathews & Mathews, 2012). She stated, “Rather than focus merely on standardized test scores to show that our students are achieving, we are ensuring that they have the thinking and problem-solving strategies that they will need to thrive in the 21st-century’s global economy” (as cited in Mathews & Mathews, 2012, p. 4).

### **Benefits and Challenges for the IB Programme in the U.S.**

Parents like how graduates of an IB Diploma Programme are required to “master two foreign languages, write a long, original research paper, and participate in out-of-school service learning” (Williams, 2008, p. 1). The IB schools typically have higher test scores K-12, and even though the cost of education per pupil is high, it is worth it (Williams, 2008). The value was referenced in a study done in 2009 by the IBO in which eight high schools were recruited from the United States to participate in the High School Survey of Student Engagement (HSSSE). The study measured the academic, social, and emotional engagement of high school students (IBO Global Policy & Research Team,

2010). Two different sets of analysis were done involving the comparison of non-IB students and IB students in the sample of eight schools ( $n = 7,692$ ), and the comparison of non-IB students and IB students from a national sample of more than 100 schools ( $n = 42,754$ ) (IBO Global Policy & Research Team, 2010, p. 2). This has been the largest study of its kind conducted in the United States to date, and the results of the study showed IB students tend to have higher engagement in classrooms than their non-IB counterparts (IBO Global Policy & Research Team, 2010). Also, IB schools tend to have higher rates of engagement by students than non-IB schools, although there were some minor effect sizes in favor of non-IB schools in regard to social engagement (IBO Global Policy & Research Team, 2010)

### **Summary**

The Midwestern United States is in the midst of a philosophical shift from the traditional educational policies of previous generations of educational professionals and parents (Donahue, 2016). This global shift in philosophy is in spite of the large number of ultra-conservative communities located in the Midwest (Walker, 2011). For secondary school graduates in Missouri to meet the growing global challenges of the 21st-century workplace, stakeholders in the educational system must first understand the theory of globalization (Gauthier, 2011).

School districts must train students to understand the evolution of globalization in the United States and help them develop strategies to become successful in a global economy (Daggett, 2014). The growth of emerging economies throughout the world has already had a major impact on the jobs market within the United States, and students must understand how a global economy functions (Borstorff et al., 2013). Students must

understand how local economies are impacted as a result of these new emerging economies to be better-prepared for future economic challenges (Borstorff et al., 2013).

Many IB graduates from around the country will find themselves working in global companies functioning within a capitalist financial system, and it would be a disservice to these graduates if they did not have a clear picture of why global companies make the financial decisions they do to become successful (Brown et al., 2008). If graduates understand the methodology, then they can understand how to make meaningful contributions within the current economic climate, obtain an in-depth understanding of globalization and the global economy, and understand what it means to be a global citizen in the future (Litchfield, Cooper, Hancock, & Watt, 2016).

The IB Programme has become a model for success in international education and has a grounded conceptual framework based on teaching the necessary skills of a successful global citizen (IBO, 2015d). The programme is research-driven and based on the goals of developing students who are able to think as “world citizens,” not just “American citizens” (Gordon, 2015, p. 1). This has led to the misconception of IB as being un-American or too global in philosophy (Mathews, 2010). The truth remains that the IBO is preparing students for a future that remains unclear for many current administrators, teachers, and parents in the Midwest who are anxious about providing an alternative educational programme to their students (IBO, 2013). However, administrators choosing to look to the future of students by providing IB Programmes must be prepared to meet these challenges for the betterment of their students (Missouri Department of Higher Education, 2016).

Stakeholders also need to be familiar with the IB Learner Profile as a measure of student character development (IBO, 2015c). The IB criteria is aligned very well with the Missouri Learning Standards and therefore functions as a way to increase the rigor of all students in Missouri if implemented effectively (MODESE, 2017). Students will have numerous benefits such as admission to prestigious universities, rigorous preparation to complete degree programmes in these universities, and a better understanding of the role they will play in the future global economy (St. Joseph School District, 2013).

The current economic crisis school districts in Missouri face has made the financial burden of providing an IB Programme difficult to overcome, but with community and federal support, each district's ability to provide IB Programmes is not unobtainable (Williams, 2008). The federal government has begun to realize the importance of providing IB Programmes in schools and has now started to shoulder some of the financial expenses of school districts (Paige, 2002). This will make it easier for schools and students alike to participate in the fastest-growing globalized educational movement of the 21st century (Gray et al., 2014).

In Chapter Three, a quantitative method of research is defined as a means of gaining a better understanding of the stakeholder perceptions of globalized educational programmes in Missouri. The data accumulated from this research study may aid in the process of recommending steps toward achieving a more affluent student population throughout Missouri. Schools in Missouri need to have a better understanding of what the IB Programme is offering, its relationship to state educational goals, and the impact the programme has on IB graduates. Only then will schools in Missouri that are currently debating whether or not to offer an IB Programme as an alternative to AP have the

necessary information to relate their position to local communities. The school district can be open and honest with the information they provide to the community without the fear and anxiety often associated with the implementation of an expensive globalized educational programme.

### **Chapter Three: Methodology**

Using a quantitative approach, the need for a cultural paradigm shift in the field of a globalized educational curriculum is discussed in Chapter Three. Teaching the theory of globalization in the classroom is not a new idea, but transforming the enlightenment philosophy guiding the United States education system has proven to be a daunting task (Tate, 2013). The adoption of the IB Learner Profile as a guide to graduating international-minded students has also proven difficult, specifically in the Midwestern United States (Walker, 2011). Examining the attributes of a globalized educational programme in Missouri was the primary motivation for this research study. The goal was to provide a detailed, research-based list of recommendations for administrators, teachers, and school boards, ultimately aiding in the adoption of or improvement of current globalized educational programmes throughout Missouri.

The overall problem and purpose resulting in the need for this study are discussed in this chapter. The study's research design, population and sample, instrumentation, data collection methods, and data analysis techniques are explained. Additionally, the limitations and methodological issues postulated throughout the study are highlighted.

#### **Problem and Purpose Overview**

Secondary schools in the United States are falling farther behind other countries by failing to offer globalized education programmes to better prepare students for success in post-secondary schools after graduation (Hanushek et al., 2013). To keep up with the growing diversity of the college campus, post-secondary schools are adapting the campus environment and curriculum of courses to produce thinkers who will be prepared to make an impact in the global communities of the 21st century (Murphy & Eddy, 1998).



Educators have worked to provide adequate training through a traditional America-centric curriculum without the benefit of globalized background knowledge (Stewart, 2012). Secondary school administrators, teachers, and school boards are failing to prepare their students for existence in a globalized community (AACTE, 2010).

Educational research suggests a more globalized educational approach should be implemented throughout the current landscape of the American educational system (Shaklee, 2011). This researcher identified the strengths and weaknesses of Missouri IB Diploma Programme graduates using the IB Learner Profile as a model. The study also involved examination of current perceptions of IB Diploma graduates so a course of action can be developed to resolve any weaknesses and better prepare students for success in post-secondary schools and the 21st-century workplace (Kim, 2011).

Missouri education stakeholders need to understand the effects of a globalized educational programme on Missouri secondary-school graduates (Grant & Portera, 2011). The study yielded research-based recommendations to improve the current globalized curriculum in Missouri. From this better understanding, future education policy changes can be promoted for the improvement and growth of globalized educational programmes in Missouri (Marshman, 2010).

**Research questions.** The following research questions guided this study:

1. What are the perceptions of Missouri International Baccalaureate (IB) Programme directors of IB Diploma graduates' comprehension of the IB Learner Profile?

2. What are the perceptions of admissions directors in post-secondary colleges offering IB course credit, of IB Diploma graduates' comprehension of the IB Learner Profile?
3. What are the perceptions of human resources directors in Missouri-based globalized businesses of perspective candidates educated using criteria emphasized in the IB Learner Profile?
4. What are the perceptions of IB Diploma seniors of their comprehension of the IB Learner Profile?

### **Research Design**

Quantitative data were gathered through the use of an IB Learner Profile Survey focusing on current IB Diploma Programme graduates' comprehension level of the IB Learner Profile. These data were used to assess IB Diploma candidates' abilities to become successful members of a 21st-century economy in Missouri (Patton, 2002). The criteria identified within the IB Learner Profile were used as the independent variables in the study, and the four dependent variables for the study were identified as IB coordinators in Missouri, IB Diploma seniors, admissions directors of post-secondary institutions offering IB credit in Missouri, and human resources directors of Missouri-based globalized businesses. A random sample was generated from a total population list of Missouri-based globalized businesses using a random sample generator (McClave & Sincich, 2012).

Four dependent variable groups participated in the study by completing the IB Learner Profile Survey about the following 10 characteristics of a graduate from a

globalized educational programme: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (IBO, 2015c).

### **Population and Sample**

The research study focused on the comprehension level of the IB Learner Profile in secondary schools in Missouri; therefore, IB Diploma seniors and the 11 IB coordinators in Missouri were chosen to participate in the IB Learner Profile Survey. The student participants were chosen using the present enrollment in 12th-grade IB Diploma courses. The IB coordinators were selected based on experience with a current Missouri IB Diploma Programme, the IB Learning Profile, and IB tuition credit. An attempt was made to survey as many IB Diploma Programme seniors and human resources directors of post-secondary institutions offering IB credit as possible.

Also, the 32 post-secondary admissions directors from institutions in Missouri that accept IB course credit were asked to participate because of their familiarity with IB graduates seeking college admission (Lewis, 2012). Post-secondary admissions directors from institutions offering IB credit to recent IB graduates participated in the study by filling out the IB Learner Profile Survey. Human resources directors were randomly selected from Missouri-based, private globalized businesses listed on the Sorkin's database to participate in the study by completing the IB Learner Profile Survey. The businesses have hiring practices for graduates demonstrating the characteristics stated in the IB Learner Profile.

### **Instrumentation**

For the study, the original IB Learner Survey (see Appendix A) was utilized to acquire the necessary data to address the research questions. The IB Learner Survey was

created based on the 10 characteristics and descriptions the IBO uses to define a globalized learner (IBO, 2015c). Each of the characteristics was broken into separate statements addressing each element of the definition. These enabled participants in the study to address all 30 elements of the 10 characteristics individually to evaluate an IB Diploma candidate's comprehension.

The IB Learner Profile was piloted using the junior and senior non-IB candidates currently enrolled in one school district. Each student participating in the pilot study turned in a signed parental consent form before taking the survey. The student participants were asked to fill out a questionnaire expressing initial thoughts about the survey design and readability. Any concerns by the student participants were addressed before the final version was completed.

### **Data Collection**

Potential participants from Missouri post-secondary institutions and Missouri-based globalized businesses were contacted via electronic-mail using a recruitment letter (see Appendix B) to inquire about possible interest in participation in the study. If interest in the study was acknowledged, the online IB Learner Profile Survey was provided through electronic-mail. The 11 IB school coordinators in Missouri were contacted through electronic-mail or by phone to explain the purpose of the research study. A consent form (see Appendix C) was sent to the IB coordinators acknowledging participation in the research study.

After obtaining a signed consent form from each IB coordinator, an electronic student informed consent form (see Appendix D) was sent to the IB coordinators to obtain the permission of all IB Diploma Programme seniors. The informed consent

forms were returned to the IB coordinators, who forwarded the forms to the researcher. The superintendents of the 11 IB Diploma schools involved in the study were contacted to inform them of the research study and to explain the purposes of the study. Once all the informed consent forms were signed and received, the link was provided via electronic-mail to IB coordinators. The IB Diploma Programme seniors accessed the link online to participate in the survey.

### **Data Analysis**

The IB Learner Profile Survey was designed using a Likert scale to score participant responses based on the following levels of agreement with the survey statements: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The scale assumes the strength/intensity of experience is linear and allows the respondents the chance to express how much they agree or disagree with the characteristics of a globalized learner (McLeod, 2008).

### **Summary**

This study was conducted using a quantitative approach guided by the research questions and research purpose. The intent of the research was to examine globalized educational programmes within secondary schools and the impact of those programmes on future student success as members of a globalized community. The research questions focused on the perceptions of IB students, IB coordinators, post-secondary admissions directors, and human resources directors from globalized businesses to measure the comprehension level of globalized criteria for educating Missouri secondary students.

The primary data were gathered from participants' responses on the IB Learner Profile. Information from the IB Learner Profile Survey was collected to garner input

and establish a basis for analyzing the current perceptions of IB Diploma Programmes in Missouri. Survey responses were analyzed by examining both positive and negative perceptions of current globalized education programmes in Missouri.

The current perceptions of student comprehension of the IB Learner Profile are presented statistically in Chapter Four. Perceptions of students are compared to the perceptions of human resources directors, IB coordinators, and admissions directors. The statistical analysis in Chapter Four also illustrates weaknesses that can be used by Missouri education stakeholders to make informed, research-based decisions when discussing the addition of globalized, character-based education programmes to secondary schools.

## **Chapter Four: Analysis of Data**

Educational research suggests a more globalized educational approach should be implemented throughout the current landscape of the American educational system (Shaklee, 2011). The purpose of this research study was to identify the strengths and weaknesses of Missouri IB Diploma Programme graduates using the IB Learner Profile as a model. The current perceptions of IB Diploma graduates were examined so a course of action can be developed to resolve weaknesses and prepare students for success in post-secondary schools and the 21st-century workplace (Kim, 2011).

The study yielded research-based recommendations to improve the current globalized curriculum in Missouri so students can be successful in a world dominated by economic globalization (Mathews & Mathews, 2012). Additionally, the findings from this study may assist Missouri education stakeholders in understanding the effects of a globalized educational programme on Missouri secondary-school graduates (Grant & Portera, 2011). From this better understanding, future education policy changes can be promoted to improve and grow globalized educational programmes in Missouri (Marshman, 2010).

Throughout the process of reviewing the survey data, the goal was to identify significant discrepancies between participating groups' perceptions. The survey data was organized based on the 10 characteristics of the IB Learner Profile used to identify IB candidate progress toward achieving the IB Diploma Programme's goal of developing responsible members of local, national, and global communities (IBO, 2015b). Each of the characteristics was broken down further into the four areas of cognitive, conative, affective, and cultural importance to develop a 30-statement survey identifying the

overall effectiveness of the IB Diploma programme on candidates who have participated in the programme.

Chapter Four contains an overview of the four research groups chosen to participate in the study. It also includes a breakdown of the data collected from the 30 statements on the survey. The IB Diploma seniors, IB coordinators, post-secondary admissions directors, and human resources directors in Missouri-based globalized businesses were chosen for this study because of their relevant perceptions of the effectiveness of the IB Learner Profile on students and candidates. The analysis overview includes the procedure and percentages of participation for each group. The chapter culminates with a summary of the data findings in response to the stated research questions.

The IB Learner Profile Survey responses were collected between April 15, 2015, and March 31, 2016. The extended timeframe for completion of the survey was to maximize the response results from second-semester IB Diploma seniors who were involved in IB testing in April of 2015 and were unable to complete the survey. The response rates of groups are listed in Table 1.

Table 1

*Response Rate of Survey Participants*

Group	Total	Target	<i>N</i>	Rate
IB Coordinators	12	12	10	83.3%
IB Seniors	254	254	103	40.5%
Admission Directors	32	32	16	50.0%
HR Directors	550	550	86	15.6%



The research data were organized as it relates to the 10 characteristics of the IB Learner Profile and the four structures of intellectual learning. Participants completed the survey using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree (McLeod, 2008).

### **Quantitative Data Analysis**

The first nine statements of the survey were focused on the cognitive abilities demonstrated by IB Diploma graduates and/or candidates seeking employment in a Missouri-based globalized business.

**Statement one.** The learner/candidate explores concepts, ideas, and issues that have local and global significance.

Admissions directors and IB coordinators had the strongest belief in the quality of the respective programmes with 90% of IB coordinators and 81.25% of admissions directors responding to the survey with strongly agree or agree (see Table 2). Graduates did not perceive the ability of the programme to provide opportunities to explore concepts, ideas, and issues of local and global significance at as high a rate, as reflected by only 68.92% responding with agree or strongly agree. Human resources directors' responses had the greatest deviation from the other three research groups with only 60.45% selecting agree or strongly agree. The data showed coordinators and admissions directors had a more optimistic view of what the programme should be accomplishing on a global scale, which varied from the perceptions of students who had already finished the programme.

Table 2

*IB Learner Profile Survey Data: The learner/candidate explores concepts, ideas, and issues that have local and global significance*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	60	0	10	0
IB Seniors	25.24	43.68	17.47	11.65	1.94
Admission Directors	18.75	62.50	12.50	6.25	6.25
HR Directors	8.13	52.32	24.41	11.62	3.48

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement two.** The learner/candidate acquires in-depth knowledge from performing exploration.

The IB coordinators had the strongest belief in the quality of the respective programmes, answering agree or strongly agree 90% of the time (see Table 3). Graduates and admissions directors had a slightly less favorable perception of the programme's ability to teach students to acquire in-depth knowledge from performing exploration, as reflected by only 72.81% and 75% responding with agree or strongly agree.

Once these graduates leave college and enter the workforce, human resource directors expressed a lower belief in the programme's ability to teach graduates to practice in-depth exploration, with only 60.36% selecting agree or strongly agree and a negative response rate identified in 17.44% of responses. Coordinators who had a very optimistic view of a graduate's ability to practice in-depth exploration in a globalized workplace varied from the decline in optimism stated by graduates of the programme and admission directors. Human resources directors showed the greatest amount of negativity toward a graduate's ability to apply these global concepts effectively.

Table 3

*IB Learner Profile Survey Data: The learner/candidate acquires in-depth knowledge from performing exploration*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	60	10	0	0
IB Seniors	25.24	47.57	15.53	11.65	0
Admission Directors	12.50	62.50	6.25	12.50	6.25
HR Directors	22.09	38.27	20.93	17.44	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement three.** The learner/candidate develops understanding across a broad and balanced range of disciplines.

Again, IB coordinators had a strong belief the programme is successful in achieving this goal, with 100% agreeing or strongly agreeing with the statement (see Table 4). Graduates and admissions directors had a similar belief in the programme's ability to challenge students to develop understanding across a broad and balanced range of disciplines, as reflected by more than 75% of the respondents answering agree or strongly agree. Human resources directors' responses had the greatest deviation, with only 48.71% believing candidates have learned the necessary disciplines for them to be successful in the workplace. The data showed coordinators who organize and run IB programmes and human resources directors who hire graduates of the programme displayed the greatest deviation in responses.

Being a knowledgeable learner is not just the process of understanding information but learning how to explore multiple subjects in multiple different ways (IBO, 2015c). This is an important foundational layer of any significant educational

programme that plans to have a substantial impact on learners being trained for a lifetime of success.

Table 4

*IB Learner Profile Survey Data: The learner/candidate develops understanding across a broad and balanced range of disciplines*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	70	0	0	0
IB Seniors	20.38	56.31	13.59	9.70	0
Admission Directors	12.50	62.50	6.25	12.50	6.25
HR Directors	12.79	35.92	26.74	17.44	2.32

*Note.* The data represent the percentage in each subgroup based on a Likert Scale.

**Statement four.** The learner/candidate exercises initiative in applying thinking skills critically to recognize and approach complex problems.

Graduates and admissions directors expressed a strong belief in the quality of the programme's ability to train students to think critically when approaching complex problems, with 68.92% and 68.75% responding strongly agree or agree (see Table 5).

When these graduates become candidates in the workforce, human resources directors are failing to see the positive critical thinking skills practiced, with only 51.17% of responses falling in the strongly agree and agree range. The largest deviation in the area of critical thinking skills was found between the human resources directors and coordinators, with a 38.83% range of differentiation. The data showed graduates and admissions directors had a view of the programme's success in this area as more realistic, falling between the other two groups' responses.

Table 5

*IB Learner Profile Survey Data: The learner/candidate exercises initiative in applying thinking skills critically to recognize and approach complex problems*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	30	10	0	0
IB Seniors	25.24	43.68	17.47	11.65	1.94
Admission Directors	37.50	31.25	18.75	6.25	6.25
HR Directors	11.62	34.88	36.05	15.12	2.32

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement five.** The learner/candidate exercises initiative in applying thinking skills critically to make reasoned, ethical decisions.

The IB coordinators felt very strongly graduates can make reasoned and ethical decisions. They believed the implemented IB Programmes definitely developed students' abilities to think, as seen by 100% of their responses indicating strongly agree or agree (see Table 6). The optimism of coordinators' responses was contradicted by graduates, who responded with only 72.80% as strongly agree and agree. This pessimism in the programme's ability to train graduates to apply critical thinking when making reasoned, ethical decisions was reflected in admissions directors' and human resources directors' responses of 68.75% and 54.64% as strongly agree and agree.

Table 6

*IB Learner Profile Survey Data: The learner/candidate exercises initiative in applying thinking skills critically to make reasoned, ethical decisions*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	70	0	0	0
IB Seniors	19.41	53.39	14.56	10.67	1.94
Admission Directors	25.00	43.75	18.75	6.25	6.25
HR Directors	11.62	43.02	23.26	19.77	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert Scale.

**Statement six.** The learner/candidate exercises initiative in applying skills creatively to recognize and approach complex problems.

In addition to a graduate of the programme learning to think critically, he/she must also be able to think creatively (IBO, 2015a). Human resources directors' responses deviated from other respondents, with only 59.29% strongly agreeing or agreeing with the programme's ability to train graduates to apply skills creatively to recognize and approach complex problems (see Table 7). This contrasted with 80% of coordinators who responded with strongly agree or agree on this statement. This optimism dipped slightly for graduates, with 75% responding strongly agree or agree. Admissions directors sided more closely with human resources directors by responding as strongly agree or agree (62.50%) to the statement.

Table 7

*IB Learner Profile Survey Data: The learner/candidate exercises initiative in applying skills creatively to recognize and approach complex problems*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	50	10	10	0
IB Seniors	23.30	52.43	12.62	11.65	0
Admission Directors	18.75	43.75	12.50	18.75	6.25
HR Directors	15.11	44.18	26.74	11.62	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement seven.** The learner/candidate exercises initiative in applying skills creatively to make reasoned, ethical decisions.

Coordinators' belief in the programme's ability to train graduates to creatively apply skills to make reasoned, ethical decisions dropped, with 70% responding as strongly agree or agree (see Table 8). Graduates' optimism surpassed coordinators, with 77.66% of responses in the strongly agree or agree category. Admissions directors and human resources directors maintained their continued negativity regarding graduates' abilities to think creatively, with 62.50% and 52.32% responding as strongly agree and agree. The data showed the smallest range of deviation among the four groups when addressing the idea of creativity and ethics. Coordinators strongly believed in the programme's potential for producing quality thinkers, but as evidenced by the data, human resources directors did not see this potential come to fruition on a consistent, real-world basis.

Table 8

*IB Learner Profile Survey Data: The learner/candidate exercises initiative in applying skills creatively to make reasoned, ethical decisions*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	10	20	10	0
IB Seniors	18.44	59.22	13.59	8.73	0
Admission Directors	18.75	43.75	12.50	12.50	12.50
HR Directors	6.98	45.34	36.04	10.47	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement eight.** The learner/candidate gives thoughtful consideration to his/her own learning and experience.

The IBO (2017) stated a graduate of any IB Diploma Programme must be able to practice reflection to become a successful learner in a globalized society. Coordinators' responses of 90% strongly agree and agree showed an optimistic belief in the programme's ability to produce thinkers who give thoughtful consideration to their own learning experiences (see Table 9). Graduates viewed this requirement more negatively, with 79.61% strongly agreeing or agreeing with the statement. The greatest deviation of data was seen in the similarly negative perceptions of admissions directors and human resources directors of whom 62.50% and 55.82% strongly agreed or agreed with the statement. The coordinators of the programme had a very optimistic approach to the goals of this characteristic, which varied from the perceptions of the groups who interact with graduates post-graduation.



Table 9

*IB Learner Profile Survey Data: The learner/candidate gives thoughtful consideration to his/her own learning and experience*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	40	50	0	10	0
IB Seniors	24.27	55.34	11.65	8.74	0
Admission Directors	18.75	43.75	18.75	6.25	12.50
HR Directors	6.98	48.84	26.74	17.44	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement nine.** The learner/candidate is able to assess and understand his/her strengths and limitations to support his/her learning.

Graduates (71.84%), admissions directors (75%), and coordinators (80%) strongly agreed or agreed the programme could prepare graduates to assess and understand their own strengths and limitations (see Table 10). This was a difficult perspective to assess, because human resources directors deviated greatly from the level of optimism shared by the other three groups with 52.32% of responses in the disagreement or undecided category.

Reflection can be difficult to observe or teach, but in order for a learner/candidate to be an effective global thinker, one must be able to practice this characteristic often and with effectiveness (Bullock, 2014). The previous nine statements assessed the ability of a learner/candidate to use the cognitive functions of the brain to understand how to explore, understand, exercise initiative critically and creatively, give thoughtful consideration, and understand his or her strengths and limitations. The data showed a consistent deviation in thinking between coordinators and human resources directors.

Table 10

*IB Learner Profile Survey Data: The learner/candidate is able to assess and understand his/her strengths and limitations to support his/her learning*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	20	20	0	0
IB Seniors	13.59	58.25	19.42	7.77	0.01
Admission Directors	37.50	37.50	12.50	0	12.50
HR Directors	11.62	36.05	29.06	23.26	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 10.** The learner/candidate develops his/her own curiosity.

The data are consistent with those research groups practicing in the education field who try to create the level of curiosity needed to be a successful global learner (Gauthier, 2011). Coordinators maintained a level of optimism about the programme's ability to train graduates to develop curiosity with 80% responding strongly agree or agree (see Table 11). Graduates and admissions directors regressed slightly with 73.79% and 68.75% responding strongly agree and agree. When these same students are ushered into the workforce, human resources directors were more pessimistic, with 32.56% responding as undecided, and 52.33% strongly agreeing or agreeing with the statement. The data showed a steep deviation between classroom and workplace when developing and applying the characteristic of curiosity.

Table 11

*IB Learner Profile Survey Data: The learner/candidate develops his/her own curiosity*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	50	20	0	0
IB Seniors	23.30	50.49	18.45	7.77	0
Admission Directors	12.50	56.25	12.50	6.25	12.50
HR Directors	6.98	45.35	32.56	15.12	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 11.** The learner/candidate acquires the skills necessary to conduct inquiry and research and show independence in learning.

Having the curiosity to pursue a challenge is only the first step in the process of being an active inquirer (Borstorff et al., 2013). Human resources directors were split evenly on a graduate's ability to acquire the skills necessary to conduct inquiry and research and to show independence in learning, with 51.16% responding to the survey in the strongly agree or agree categories and 48.84% responding in the unfavorable or undecided categories (see Table 12). Coordinators were also less confident in the programme's ability to develop these skills, with only 70% strongly agreeing or agreeing with the statement. Graduates had a greater optimism when learning these skills, as reflected by 78.64% responses to the statement in the strongly agree or agree categories. Almost two-thirds of the admissions directors felt this skill is adequately learned, with a strongly agree or agree response rate of 62.50%, which aligned more closely with the human resources directors. The data showed human resources directors did not see graduates from the programme developing into independent researchers and inquirers on

a regular basis, which contradicted the understanding graduates feel they have acquired after graduation.

Table 12

*IB Learner Profile Survey Data: The learner/candidate acquires the skills necessary to conduct inquiry and research and show independence in learning*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	50	20	0	0
IB Seniors	26.21	52.43	12.62	7.77	0
Admission Directors	25.00	37.50	31.25	0	6.25
HR Directors	5.81	45.35	25.58	19.77	3.49

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 12.** The learner/candidate enjoys learning, and this love of learning will be sustained throughout his/her life.

Sustaining love throughout a lifetime is difficult but necessary, as corroborated by graduates of whom 74.75% responded strongly agree or agree with the statement (see Table 13). The data showed a continual decrease in agreement with this statement with coordinators and admissions directors responding in the strongly agree or agree categories 70% and 68.75% of the time. Human resources directors did not support this love of learning as prominently as the other groups, with 53.49% responding in the undecided and disagreeing categories. The data showed a high level of importance on the characteristic of love felt by graduates, but this same emphasis was not reflected by human resources directors in a globalized workplace.

Table 13

*IB Learner Profile Survey Data: The learner/candidate enjoys learning, and this love of learning will be sustained throughout his/her life*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	40	20	10	0
IB Seniors	25.24	49.51	15.53	9.71	0
Admission Directors	12.50	56.25	12.50	18.75	0
HR Directors	4.65	41.86	29.07	22.09	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 13.** The learner/candidate takes responsibility for his/her actions and the consequences that accompany them.

Coordinators, graduates, and admissions directors had the strongest beliefs in the quality of the respective programmes with 80%, 80.59%, and 75% responding to the survey with strongly agree or agree (see Table 14). The IB Programme has a very strict academic dishonesty policy to prevent learners from abusing this character trait (IBO, 2015c). Once learners leave the hallowed halls of academia for the workplace, there is a deviation in favorability, as responses from human resources directors compared to coordinators and students regressed drastically with 54.66% of the responses in the strongly agree or agree categories. The data showed a wide gap between the responses of human resources directors and the other three groups, which represented a change in the mindset of graduates once the consequences accompanying responsibility are introduced in a global workplace.

Table 14

*IB Learner Profile Survey Data: The learner/candidate takes responsibility for his/her actions and the consequences that accompany them*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	50	20	0	0
IB Seniors	30.10	50.49	11.65	5.83	1.94
Admission Directors	43.75	31.25	6.25	12.50	6.25
HR Directors	10.47	44.19	30.23	13.95	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 14.** The learner/candidate would act with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.

Learning to develop a moral compass and acting with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities is increasingly important in a world that needs members of society to be examples to the less-educated (Slater, 2013). The IB Programme was originally developed on the premise of educating people to avoid making decisions that would result in another world war (Walker, 2009). Coordinators strongly agreed or agreed with this statement 90% of the time, but this level of optimism was not shared as highly by graduates or admissions directors, who responded 76.70% and 62.50% in the strongly agree or agree categories (see Table 15). Human resources directors once again showed the largest deviation when responding to the level of moral development graduates display in the workplace, with 58.14% responding strongly agree or agree with this statement. The data showed optimism within the walls of an academic setting but failed to show any lasting effects of learning once a graduate enters the workforce.

Table 15

*IB Learner Profile Survey Data: The learner/candidate would act with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	60	10	0	0
IB Seniors	22.33	54.37	16.50	6.80	0
Admission Directors	12.50	50.00	25.00	12.50	0
HR Directors	12.79	45.35	20.93	19.77	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 15.** The learner/candidate acts with integrity and honesty.

Graduates and admissions directors maintained a skepticism of the programme's ability to develop graduates with integrity and honesty, with 70.88% and 68.75% of responses on the survey in the strongly agree and agree categories (see Table 16). This conflicted with the optimism coordinators showed, with 90% of responses in the strongly agree and agree category. Once learners are released into the real world, human resources directors, with 50% of responses in the strongly agree or agree categories, displayed a decrease in the optimism shared by admissions directors and coordinators.

Overall, the cognitive abilities of graduates are ultimately a lofty goal the IB Programme hopes to instill in every graduate, but as the data showed, progression through the education system and into the global workforce is an area susceptible to sacrifice as referenced by the responses of the human resources directors.

Table 16

*IB Learner Profile Survey Data: The learner/candidate acts with integrity and honesty*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	70	10	0	0
IB Seniors	19.42	51.46	21.36	7.77	0
Admission Directors	25.00	43.75	25.00	0	6.25
HR Directors	2.33	47.67	33.72	13.95	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 16.** The learner/candidate shows empathy, compassion, and respect toward the needs and feelings of others.

It has become increasingly competitive in a global workforce with fewer graduates able to find work after graduation (Bunnell, 2009). Therefore, the IB Diploma Programme has focused on graduates learning empathy, compassion, and respect toward the needs and feelings of others (Bullock, 2014). Coordinators agreed or strongly agreed in 90% of responses that the IB Programme does train graduates effectively (see Table 17). Graduates and admissions directors agreed with this assessment, but with increasing pessimism, by responding in the strongly agree and agree categories at 75.73% and 75%. Human resources directors deviated with this assessment once again, with 51.16% of their responses falling in the strongly agree or agree categories. The data showed more graduates are willing to sacrifice empathy for others to get ahead in a competitive workforce, even with three groups optimistic about the programme's ability to train graduates effectively.



Table 17

*IB Learner Profile Survey Data: The learner/candidate shows empathy, compassion, and respect toward the needs and feelings of others*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	70	10	0	0
IB Seniors	28.16	47.57	20.39	2.91	0.97
Admission Directors	31.25	43.75	12.50	6.25	6.25
HR Directors	9.30	41.86	32.56	15.12	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 17.** The learner/candidate has a personal commitment of service to the lives of others and the environment.

One of the purposes of the IBO's creation of the IB Diploma Programme was to educate graduates to lead a more peaceful existence while benefiting the environment and those living within it (Walker, 2009). Coordinators shared a strong belief the programme accomplished these high ideals, with 90% of responses in the strongly agree and agree categories on the survey (see Table 18). Graduates did not share the same optimism after completing the programme, with only 69.90% of responses in the strongly agree or agree categories. Admissions directors shared a similar opinion of the programme's success with 62.50% of responses in the strongly agree or agree categories.

Human resources directors showed the largest deviation in the quality of the programme when addressing graduates' abilities to look beyond themselves and think of others and the environment, with 55.81% of response on the survey in the areas of disagreement or undecided. The data showed a strong differentiation between the founding principles of the respective programme and actual practice in the workplace.

The optimism of implementation shared by coordinators was not supported by the data from the other three groups.

Table 18

*IB Learner Profile Survey Data: The learner/candidate has a personal commitment of service to the lives of others and the environment*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	50	40	10	0	0
IB Seniors	16.50	53.40	16.50	12.62	0.97
Admission Directors	6.25	56.25	12.50	25.00	0
HR Directors	5.81	38.37	34.88	18.60	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 18.** The learner/candidate acts to make a positive difference in the lives of others and the environment.

Coordinators implementing the respective programmes responded with 100% of responses in the strongly agree and agree categories (see Table 19). Human resources directors deviated, with 50% of responses in the disagreement and undecided categories. Graduates did not share the same optimistic outlook as coordinators, responding to the statement with strongly agree or agree 75.73% of the time. Responses showed a continued regression of optimism, with only 62.50% of responses in the strongly agree or agree categories by admissions directors. The data showed a continual decline in graduates making positive differences in the lives of others and the environment. This decline is unsettling, because it is taking place at a time when graduates are maturing into adulthood. A graduate must learn to be caring in the journey to becoming more mature

(Bullock, 2014). The data showed an increasing pessimism as graduates progress through the programme and beyond, as referenced by the responses of the four groups on the survey.

Table 19

*IB Learner Profile Survey Data: The learner/candidate acts to make a positive difference in the lives of others and the environment*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	50	50	0	0	0
IB Seniors	23.30	52.43	17.48	5.83	0.97
Admission Directors	25.00	37.50	12.50	18.75	6.25
HR Directors	4.65	45.35	25.58	24.42	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 19.** The learner/candidate approaches unfamiliar situations and uncertainty with courage and forethought.

Graduates showed a positive response to the programme's ability to train them to approach unfamiliar situations and uncertainty with courage and forethought by responding 79.61% of the time in the strongly agree or agree categories on the survey (see Table 20). The optimism of youth or the lack of real-world experience led to coordinators' favorability ratings being only 70% strongly agree or agree. This was the lowest percentage of any of the coordinators' responses so far on the survey. Admissions directors and human resources directors continued the deviation from the positive outlook of graduates when 37.5% and 55.81% responded in the disagreement or undecided categories on the survey. The data showed the ability of a graduate to demonstrate

courage and forethought in unfamiliar situations diminish while progressing through the programme, as acknowledged by the responses of the four groups.

Table 20

*IB Learner Profile Survey Data: The learner/candidate approaches unfamiliar situations and uncertainty with courage and forethought*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	50	20	10	0
IB Seniors	34.95	44.66	13.59	5.83	0.97
Admission Directors	12.50	50.00	18.75	6.25	12.50
HR Directors	10.47	33.72	33.72	18.60	3.49

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 20.** The learner/candidate has the independence of spirit to explore new roles, ideas, and strategies.

The current secondary and post-secondary education structure allows for a graduate to explore new roles, ideas, and strategies in a safe environment, but this is not always the case in a global workplace (Scott, 2014). Often these types of decisions come with consequences, but successful graduates demonstrate independence of thought in a manner best-suited to any situation (Scott, 2014). Coordinators responded with an increased uncertainty when determining if the programme is successful in training graduates to practice this trait, with 40% responding in the undecided category on the survey (see Table 21). Graduates disagreed with the coordinators' assessment of the programme by maintaining optimism, with 81.55% responding in the strongly agree or agree categories.

Human resources directors showed a positive connection with coordinators, with 51.16% responding in the undecided or disagreeing categories. Admissions directors' surveys still demonstrated a pessimism with the overall quality of the programme to teach exploration, with 68.75% responding in the strongly agree or agree categories. The data showed a level of mistrust with the programme's ability to train graduates to explore new roles, with each of the three groups responsible for administering and monitoring the quality of a graduate's education responding negatively. The only outlying opinions were those of graduates who already completed the programme.

Table 21

*IB Learner Profile Survey Data: The learner/candidate has the independence of spirit to explore new roles, ideas, and strategies*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	40	40	0	0
IB Seniors	25.24	56.31	8.74	9.71	0
Admission Directors	12.50	56.25	18.75	6.25	6.25
HR Directors	5.81	43.02	26.74	22.09	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 21.** The learner/candidate is brave and articulate in defending his/her beliefs.

There comes a time when a graduate must stand up for his or her beliefs and be able to articulate them to the world (Kirst, 2010). Graduates strongly agreed or agreed 74.75% of the time that the programme is training them to practice this trait (see Table

22). These data were only slightly more optimistic than coordinators' responses of 70% strongly agreeing or agreeing.

College should be a place where the defending of beliefs is practiced often, but pessimism pervaded admissions directors with a mere 50% strongly agreeing and agreeing on the survey. This idea is one that human resources directors found very difficult to judge in graduates, with 58.13% responding in the disagreement or undecided categories. The data showed risk-taking is a more effective practice in secondary schools than in a global workplace. Graduates need to learn how and when to apply this characteristic, but this may be a much more difficult task to teach as is referenced by the deviation between the two secondary groups and two groups of directors.

Table 22

*IB Learner Profile Survey Data: The learner/candidate is brave and articulate in defending his/her beliefs*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	10	20	10	0
IB Seniors	16.50	58.25	11.65	12.62	0.97
Admission Directors	6.25	43.75	25.00	18.75	6.25
HR Directors	2.33	39.53	36.04	22.09	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 22.** The learner/candidate understands the importance of intellectual balance to achieve personal well-being for himself/herself and others.

For a student to graduate with an IB Diploma, he or she must complete requirements in fine arts, the theory of knowledge, and an extended essay focusing on a topic of study (IBO, 2015d). These additional requirements are unique to this

programme and have the purpose of developing well-rounded and balanced students (IBO, 2015d). Graduates and admissions directors maintained skepticism by responding 71.84% and 75% in the strongly agree and agree categories on the survey. The group of coordinators responsible for implementing the programme in secondary schools maintained a more pessimistic outlook on the programme's ability to transfer this balance to graduates by responding in the strongly agree or agree categories 60% of the time. The pessimism was evident in the responses of human resources directors after graduates leave their programme with a 53.49% disagreement or undecided response rate.

Table 23

*IB Learner Profile Survey Data: The learner/candidate understands the importance of intellectual balance to achieve personal well-being for himself/herself and others*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	40	40	0	0
IB Seniors	24.27	47.57	15.53	12.62	0
Admission Directors	18.75	56.25	6.25	6.25	12.50
HR Directors	8.14	38.37	31.40	20.93	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 23.** The learner/candidate understands the importance of physical balance to achieve personal well-being for himself/herself and others.

The IB Diploma Programme is very rigorous academically, and as a result, students have less and less free time to practice the activities that could help them maintain well-balanced physical well-being (Bullock, 2014). Graduates reflected the difficulty of the programme to successfully teach this character trait by responding with just 56.31% in the strongly agree or agree categories on the survey (see Table 24). This

deviated from the very optimistic responses of 80% of coordinators who responded strongly agree or agree. Admissions directors disagreed with the level of optimism shown by coordinators, choosing to relate more closely to the responses of graduates, with 62.6% answering strongly agree or agree on the survey.

Human resources directors did not see graduates practicing the traits of maintaining physical well-being prominently associated with businesses employment, with 54.65% of responses falling in the undecided and disagreement categories. The data showed a disconnect between the ideals of coordinators and the other three groups, resulting in an overall negative response to the time graduates spend learning and practicing physical well-being.

Table 24

*IB Learner Profile Survey Data: The learner/candidate understands the importance of physical balance to achieve personal well-being for himself/herself and others*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	50	10	10	0
IB Seniors	12.62	43.69	21.36	16.50	5.83
Admission Directors	6.25	56.25	18.75	12.50	6.25
HR Directors	8.14	37.21	30.23	24.42	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 24.** The learner/candidate understands the importance of emotional balance to achieve personal well-being for himself/herself and others.

In a world of increasing emotional sensitivity to negativity, it is increasingly important for an academic program to train students on how to handle the emotional



pressures of a highly competitive economic environment (Borstorff et al., 2013).

Traditional education has left the training of this characteristic up to the individual to succeed or fail on his or her own (Andersen & Rainie, 2012). This lack of training has led to the increasing inability of students to deal effectively with negativity and criticism (McCombs, 2017).

Coordinators agreed or strongly agreed 70% of the time with the programme's ability to offer opportunities for students to learn to be well-balanced emotionally, which leaves room for skepticism about graduates' success in this area (see Table 25). Graduate responses showed a deviation from coordinators' responses by only responding in the strongly agree or agree categories 52.42% of the time. This linked more closely with what admissions directors saw from graduates, with 56.25% in the strongly agree or agree categories on the survey. Human resources directors did not see this character trait translated into the workplace, with responses in the undecided or disagree categories 59.30% of the time.

The data showed graduates today are struggling to find a way to maintain both physical and emotional well-being throughout a program focused on the rigor of an intense academic curriculum, as is referenced by each of the groups responding to the survey. Productivity and competition have increased to a level difficult for many people to handle for a long period, but if a graduate can learn the necessary techniques to maintain physical and emotional balance, the odds of achieving lasting success without burnout increase dramatically (Pannoni, 2014).

Table 25

*IB Learner Profile Survey Data: The learner/candidate understands the importance of emotional balance to achieve personal well-being for himself/herself and others*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	50	20	10	0
IB Seniors	13.59	38.83	27.18	13.59	6.80
Admission Directors	18.75	37.50	31.25	6.25	6.25
HR Directors	2.33	36.05	38.37	20.93	2.33

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 25.** The learner/candidate understands and expresses ideas and information confidently in more than one language and in a variety of modes of communication.

The United States has always been a melting pot of languages and cultures from around the world (Hanson, 2016). With the decrease in the importance of physical borders dictating business operations and the increase in world-wide trade among countries through technology, graduates must be prepared to compete in a globalized environment by learning to communicate on a level and in a way necessary to be successful in the workforce (Grant & Portera, 2011). A requirement of the IB Diploma Programme is for learners to have a foreign language (IBO, 2013).

Coordinators, admissions directors, and graduates involved in academia strongly agreed or agreed the programme does an adequate job training graduates to express ideas and information confidently in another language 70%, 75%, and 70.88% of the time, respectively (see Table 26). Human resources directors deviated from the mostly optimistic responses of the other three groups with a pessimistic 47.67% responding in

the strongly agree or agree categories. The data showed a link between groups involved in academia and the group involved in hiring for a global workplace.

Table 26

*IB Learner Profile Survey Data: The learner/candidate understands and expresses ideas and information confidently in more than one language and in a variety of modes of communication*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	20	50	20	10	0
IB Seniors	28.16	42.72	19.42	9.71	0
Admission Directors	18.75	56.25	6.25	12.50	6.25
HR Directors	9.30	38.37	29.07	23.26	0

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 26.** The learner/candidate understands and expresses ideas and information creatively in more than one language and in a variety of modes of communication.

When dealing with communication challenges experienced in an increasingly globalized society, graduates must be able to adapt creatively (Hanushek et al., 2013). Coordinators strongly agreed or agreed 90% of the time that the programme offers the opportunities needed for learners to develop communication skills (see Table 27). Graduates and admissions directors' optimism decreased to 70.88% and 68.75% in the strongly agree and agree categories. Creativity takes confidence, which is a trait many graduates applying for jobs today are lacking (Bullock, 2014). Human resources directors responded with 54.66% in the disagree or undecided categories. The data

showed a consistent decrease between the optimistic coordinators and the pessimism of human resources directors. The challenge for coordinators is how to implement a programme that has lasting effects on graduates' abilities to communicate on a global scale.

Table 27

*IB Learner Profile Survey Data: The learner/candidate understands and expresses ideas and information creatively in more than one language and in a variety of modes of communication*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	30	10	0	0
IB Seniors	19.42	51.46	19.42	9.71	0
Admission Directors	25.00	43.75	18.75	6.25	6.25
HR Directors	3.49	41.85	31.40	19.77	3.49

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 27.** The learner/candidate works effectively and willingly in collaboration with others.

Learning to be an effective collaborator in a 21st-century workplace can lead to an increase in productivity, and the more a graduate can practice this trait, the better hire he/she will be to a human resources director (Mansilla & Jackson, 2011). Although academics are optimistic about the ability of schools to develop these skills in graduates, human resources directors did not share this optimism through their interviews with recent graduates, with a majority of responses to the survey statement still falling in the disagreeing or undecided categories 53.49% of the time (see Table 28).

Unfortunately, coordinators agreed or strongly agreed 90% of the time with the programme providing this opportunity to learners, showing the largest deviation between groups. This was corroborated in the strongly agree or agree responses of graduates (82.53%) and admissions directors (75%). Although groups involved in academia are optimistic about the ability of the programme to develop these skills in graduates, human resources directors did not share this optimism. Data showed a gap in the ability of graduates to accurately reflect this perceived communication and collaborative learning experience to human resources directors wanting to hire qualified candidates.

Table 28

*IB Learner Profile Survey Data: The learner/candidate works effectively and willingly in collaboration with others*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	30	0	10	0
IB Seniors	29.13	53.40	9.71	7.77	0
Admission Directors	37.50	37.50	18.75	0	6.25
HR Directors	2.33	44.19	31.40	20.93	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 28.** The learner/candidate understands and appreciates his/her own culture and personal history.

The IBO has spent many years developing a rigorous programme of study that includes learners from all over the globe (Walker, 2009). Graduates come from many different cultures and personal histories, and for a learner to have the maximum effectiveness in a globalized economy, he/she must understand and appreciate where

he/she came from (Singh & Qi, 2013). Coordinators strongly agreed or agreed 100% of the time that the programme integrates this philosophy (see Table 29). Graduates also felt the programme gave them a chance to understand and appreciate their cultures and personal histories, with 78.64% of responses in the strongly agree or agree categories on the survey. These optimistic ideals dropped to 68.75% of responses in the strongly agree or agree categories for admissions directors. This decrease was also corroborated by human resources directors, who responded with 65.12% strongly agree or agree. The data showed overly optimistic programme coordinators deviating from the other three groups' responses as cause for concern, because the group has lost touch with the ideal of training graduates to appreciate their own cultures and histories.

Table 29

*IB Learner Profile Survey Data: The learner/candidate understands and appreciates his/her own culture and personal history*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	30	70	0	0	0
IB Seniors	33.01	45.63	13.59	5.83	1.94
Admission Directors	25.00	43.75	12.50	12.50	6.25
HR Directors	11.63	53.49	26.74	18.60	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 29.** The learner/candidate is open to the perspectives, values, and traditions of other individuals and communities.

While understanding other cultures and beliefs in an academic setting can promote the free exchange of ideas and growth intellectually, the competitive economies of the world are slower to allow these perspectives, values, and traditions to manipulate the ability of a company to maximize profits (OECD, 1999). This can be seen in 90% of the responses of IB coordinators in the strongly agree or agree categories, but a regression can also be seen in the responses of admissions directors and graduates responding in these two categories 75% and 69.9% of the time (see Table 30). The confidence level of graduates drops when they encounter human resources directors who are hiring them, with only 53.48% strongly agreeing or agreeing graduates are coming out of colleges open to the perspectives, values, and traditions of other individuals and communities. Once again, the data confirmed a divide between the optimism of

coordinators and the pessimism of human resources directors. Graduates and admissions directors consistently found themselves caught between these two groups.

Table 30

*IB Learner Profile Survey Data: The learner/candidate is open to the perspectives, values, and traditions of other individuals and communities*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	30	0	10	0
IB Seniors	23.30	46.60	20.39	8.74	0.97
Admission Directors	18.75	56.25	6.25	12.50	6.25
HR Directors	10.47	36.05	30.23	22.09	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

**Statement 30.** The learner/candidate is accustomed to seeking and evaluating a range of points of view and is willing to grow from the experience.

Graduates have a very difficult time understanding the concept of open-mindedness because it requires them to admit they do not know everything about the world and acknowledge others may know more (Donahue, 2016). Coordinators and graduates strongly agreed or agreed 80% and 76.70% of the time that the programme effectively teaches students this trait (see Table 31). Admissions directors showed less optimism, with only 62.50% responding in the strongly agree or agree categories. Human resources directors were split with only 55.81% strongly agreeing or agreeing with this statement. This was the most positive response rating from human resources directors for any of the three statements on the survey concerning the character trait of



open-mindedness. The data showed, once again, that the trait of open-mindedness is not transferring from an academic environment into the global business environment.

With the increased globalization of the world's economies and the ability for communication to supersede borders to promote the growth of intellectual and physical properties, graduates must develop the productive understanding of various cultures around the world (Lauder & Brown, 2012). The United States economy is experiencing many influences from emerging economies, and for the country to stay competitive, graduates must be innovative in their approaches to understanding and dealing with other cultures (Pew Research Center, 2014).

Table 31

*IB Learner Profile Survey Data: The learner/candidate is accustomed to seeking and evaluating a range of points of view and is willing to grow from the experience*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IB Coordinators	60	20	10	10	0
IB Seniors	22.33	54.37	17.48	5.83	0
Admission Directors	25.00	37.50	18.75	6.25	12.50
HR Directors	17.44	38.37	30.23	12.79	1.16

*Note.* The data represent the percentage in each subgroup based on a Likert scale.

## Summary

The purpose of a globalized character-based education is to prepare a well-rounded student to be successful in 21st-century society (Hutcheson, 2011). The levels of cognitive, conative, affective, and culture learning processes taught to graduates were addressed in the responses by the research groups in the Learning Profile Survey. These

areas were broken into the 10 characteristics of an IB learner as defined in the IB Learner Profile as knowledgeable, a thinker, reflective, inquirer, principled, caring, a risk-taker, balanced, open-minded, and a communicator (IBO, 2015b). A Likert scale was used to score responses with 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree (McLeod, 2008).

When analyzing the data from the responses in the first nine statements of the IB Learner Profile Survey concerning the cognitive learning functions, it was clear coordinators' responses fell solidly in the agree category with a mean score of 4.24 (see Table 32). Graduates' responses in this category were still high with a score of 3.82. This was a slight drop from coordinators' responses, but with a solid majority of responses in the agree category. Once graduates progress to the post-secondary level, admissions directors indicated a slight decrease in the perceived cognitive abilities of these students, with a mean score of 3.69. With only half of the admissions directors in Missouri responding to the survey, each response did carry additional weight. The biggest drop regarding graduates' cognitive abilities was evidenced by the decrease in the mean score to 3.46 as determined by the responses from human resources directors.

After analyzing the response data from statements 10 through 15 of the survey in the area concerning a graduate's cognitive learning abilities, once again coordinators had the highest mean score of 4.07, linking closely with the responses of graduates who had a mean score of 3.92. Admissions directors again had a slight decrease (mean score of 3.71), which was still a mostly positive perception of graduates. Once again the drop in perceived cognitive learning characteristics was evidenced in the responses of human resources directors with a lower mean score of 3.38.

The next area of character development analyzed on the survey was a graduate's ability to express affective characteristics, which were addressed in statements 16 through 24. Coordinators still held the optimism that the programme instills these affective characteristics in students by maintaining a mean score of 4.01. The mean score of graduates dipped slightly to 3.76, but was still an overwhelmingly positive perception of the programme's abilities to teach affective characteristics. Admissions directors maintained a positive perception of the ability of graduates to demonstrate affective characteristics, with a positive mean score of 3.51. Unfortunately, when graduates interview with human resources directors, the optimism fades as witnessed by the lower mean score of 3.29 on survey responses.

The last area of character development addressed the graduates' ability to learn to exist within and make a positive contribution to culture. Coordinators expressed their most positive response on the survey with a mean score of 4.27. Even though the programme is designed to focus on culture, graduates did not feel as optimistic as coordinators that the programme accomplished this goal, with a lower mean score of 3.87. College admissions directors' perceptions matched more closely with graduates with a slightly lower mean score of 3.67. Once again, human resources directors had a more negative perception of this quality as referenced by the lower mean score of 3.52 on the survey.

In Chapter Five, the researcher explains the findings and conclusions as a result of the many discrepancies in the perceptions of each of the four research groups, while offering recommendations for school administrators, school boards, and Missouri

stakeholders based on the data. Implications for practice are addressed. The last sections of the chapter are recommendations for future research and a summary of the research project.

## **Chapter Five: Findings, Conclusions, and Recommendations**

Students graduating from 21st-century secondary and post-secondary educational programs are expected to enter the workforce with the cognitive, conative, affective, and cultural skills necessary to function within a globalized workplace environment and culture (Bullock, 2014). This level of character development is at its highest in the history of the human race due to advances in technology across a globalized economy (Brown et al., 2008). The question for Missouri administrators, stakeholders, and school boards is: Are our students ready for the future, or are they being educated by a failing system?

Missouri has begun to implement globalized character-based education programs (IBO, 2017b). This resistance to change may be due to a common mentality among administrators, teachers, and school boards in Missouri who were largely educated in a pre-globalized educational system (Van Vooren & Lindsey, 2012). Public secondary schools need to overhaul outdated, archaic curricula by replacing them with globalized educational programs such as the IB Programme (Van Vooren & Lindsey, 2012).

No one in the educational system knows what education will look like in five years but educators are challenged with finding ways to teach students to be successful and productive members of society over the course of the next 50 years (Robinson, 2006). Arne Duncan and now Betsy DeVos have stated educational reforms must happen for the United States to continue to compete with countries around the world (The Brookings Institute, 2017). The challenge is to find a system of education that is cost-effective and centered around the development of students who can demonstrate the level

of character development necessary to lead innovation on a global scale (Duncan, 2009; Horsford, 2017).

### **Review of the Study**

The goal of this research study was to better understand the perceptions of globalized character-based education programmes in Missouri. This chapter reveals the strengths and weaknesses of an IB student's character education based on the IB Learner Profile. Participants from multiple levels of secondary and post-secondary education continuing through to employment provided responses for the four research groups identified for this study.

The research study was initially developed based on the idea of globalization theory. Graduates need the ability to understand, develop, influence, adapt, and become part of a greater world culture if they want to keep America moving on a positive and productive path for the future (Borstorff et al., 2013). The IB Programme has become a catalyst for the localized development of global citizens (IBO, 2015b), and therefore, was an appropriate conceptual framework for this study. The IB Learner Profile provides a structure to guide and measure the expectations of graduates (IBO, 2015c). While public schools must continue to strive toward offering the highest-quality education to all students, the IB Diploma Programme has become the fastest growing educational programme around the world training the modern workforce toward achieving globalized success (IBO, 2015b).

The IBO created this programme to “develop human beings of high character, or courageous heart and independent mind, who can transmit and enrich society's intellectual, cultural, and spiritual heritage; who can advance mankind's eternal quest for

truth and beauty and who can leave the world a better place than they found it” (President’s Committee on Education Beyond the High School, 1957, p. 4). This strong belief in the development of a student’s character eventually led the IBO to develop the IB Learner Profile as a guide for coordinators, teachers, and students to measure the success of the IB Diploma Programme (IBO, 2013). The IBO decided on the following character traits as necessary for any IB learner to be successful in a globalized character-based education program: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, and reflective (IBO, 2015c). The following findings are based on these 10 characteristics and have been classified further into the four themes of cognitive, conative, affective, and cultural areas of development (Bullock, 2014).

### **Findings**

In response to the first research question regarding the perceptions of Missouri International Baccalaureate (IB) Programme directors of IB Diploma graduates’ comprehension of the IB Learner Profile, the researcher discovered IB Programme directors viewed the IB Diploma Programmes they are coordinating with optimism. This strong belief in the achievements of their schools’ IB Diploma graduates’ character education can be seen in the overwhelmingly positive responses on the IB Learner Profile Survey (see Table 32). Responses relating to traits of cognitive development scored an average mean of 4.25 out of a possible 5. Those characteristics relating to conative character development scored a comparable 4.065 out of 5. Affective characteristics were scored at the lowest level, but 80% of IB coordinators still answered with an average score of 4.01 out of 5, and statements relating to cultural development scored

4.265 out of 5. These results are reflective of the intense training a coordinator must complete before implementing an IB Diploma Programme at a local level. An IB coordinator must be the salesperson tasked with completing the rigorous approval process necessary for accreditation by the IBO as well as the recruitment and retention of both teachers and students willing to complete training and classes during the school year. An IB coordinator must first believe strongly in the IB philosophy as it is laid out in the IB Learner Profile to begin and maintain such a programme.

In response to the second research question regarding the perceptions of admissions directors in post-secondary colleges offering IB course credit, the responses yielded an overall positive outlook of graduates who have completed an IB Diploma programme. The responses of admissions directors relating to statements about cognitive characteristics were an average of 3.82 out of 5. Cognitive characteristics responses were 3.71 out of 5, and affective character traits shown by graduates was a low score of 3.535 out of 5. When admissions directors were asked about the cultural understanding of graduates, the responses averaged 3.67 out of 5. College admissions directors have the responsibility of interviewing or working with admissions personnel who interview graduates immediately following graduation from high school (Campeau, Gurganus, & Hoover, 2010). Only one out of four admissions directors who responded to the survey in Missouri felt the IB Diploma Programme fails to graduate quality students.

In response to the third research question regarding the perceptions of human resources directors in Missouri-based globalized businesses, the majority of respondents to the survey felt the candidates they interviewed were able to adequately express an



understanding of the characteristics defined within the IB Learner Profile. Responses to the cognitive abilities of candidates scored at 3.46 out of a possible 5 points.

Conative characteristics responses averaged 3.385 out of 5, while affective characteristics responses were at a low of 3.28 out of 5. When responding to culturally centered statements, responses were averaged at 3.525 out of 5.

Human resources directors in Missouri are constantly searching for the best possible candidates to fill skill-specific careers within their companies (Scott, 2014). As can be seen from the responses to the IB Learner Profile Survey, the majority of candidates they are interviewing possess the 10 characteristics contained in the IB Learner Profile. The probabilities for finding meaningful employment are greater for a candidate who possesses these characteristics than for those candidates who do not possess these characteristics (Cairo & Cajner, 2017). The IB Diploma Programme is not the only programme able to train students to accomplish these goals, but it is a qualified, established, and research-based alternative to the traditional education system offered in many public and private schools in Missouri (MODESE, 2017).

In response to the fourth research question regarding the perceptions of IB Diploma seniors' comprehension of the IB Learner Profile, seniors believed the IB Diploma Programme develops them into qualified candidates for success whatever their future endeavors might be. Responses to statements concerning cognitive abilities scored an average of 3.82 out of 5, with a similar response rate on statements concerning the development of conative characteristics scoring an average of 3.915 out of 5. The majority of seniors were in agreement on the adequate development of affective

characteristics, scoring an average of 3.755 out of 5. The IB Diploma Programme's focus on cultural development was believed to be adequate by an average of 3.865 out of 5. The vast majority of graduates who have completed the programme believed the programme achieves the character goals as stated by the IBO.

Table 32					
<i>Summary of IB Learner Profile Survey Data</i>					
	IB Coordinators	IB Dip Seniors	Admin Directors	HR Directors	
Cognitive Questions 1-9	1.	4.1	3.79	3.78	3.50
	2.	4.2	3.86	3.63	3.63
	3.	4.3	3.87	3.63	3.49
	4.	4.5	3.86	3.88	3.38
	5.	4.3	3.78	3.77	3.42
	6.	4.0	3.87	3.50	3.58
	7.	4.2	3.87	3.44	3.47
	8.	4.2	3.71	3.50	3.45
	9.	4.4	3.76	3.88	3.24
Conative Questions 10-15	10.	4.1	3.89	3.50	3.44
	11.	4.1	3.95	3.75	3.30
	12.	3.9	3.90	3.63	3.24
	13.	4.1	4.01	3.94	3.49
	14.	4.1	3.92	3.63	3.49
	15.	4.1	3.83	3.81	3.34
Affective Questions 16-24	16.	4.1	3.99	3.88	3.43
	17.	4.4	3.72	3.44	3.27
	18.	4.5	3.91	3.56	3.30
	19.	3.8	4.07	3.44	3.29
	20.	3.8	3.97	3.63	3.28
	21.	4.2	3.77	3.25	3.22
	22.	3.8	3.59	3.63	3.31
	23.	4.0	3.41	3.44	3.29
	24.	3.5	3.39	3.56	3.15
Cultural Questions 25-30	25.	3.8	3.89	3.69	3.34
	26.	4.4	3.62	3.5	3.69
	27.	4.4	4.04	4.0	3.26
	28.	4.3	4.02	3.69	3.91
	29.	4.4	3.83	3.69	3.36
	30.	4.3	3.78	3.44	3.58

*Note.* The numerical scores represent the mean of survey responses on a Likert scale.

## **Implications for Practice**

This study may be valuable to school district administrators, school boards, and stakeholders who make decisions on the types of educational programs best for the students in their communities. Graduates must develop into the well-rounded candidates many globalized businesses are looking for in 21st-century workplaces. By incorporating a heavy emphasis on writing and oral presentation through elements such as the extended essay; the Theory of Knowledge seminar; and the community, action, and service project, the IB Diploma Programme emphasizes a focus on the development of character traits necessary for success in the ever-changing world of higher education (Donahue, 2016).

Barriers, such as funding restrictions and misconceptions, have limited IB expansion throughout Missouri (Williams, 2008). The alternative to the IB Diploma Programme is the more cost-effective Advanced Placement (AP) programme offered by the College Board (Pannoni, 2014). The AP is an a la carte program without a strong foundation on developing the international-mindedness of its students to the same level as the IB Diploma Programme (Pannoni, 2014). As administrators and school boards become more 21st century-minded toward the implementation of programmes focused on the development of a student's character to meet the challenges of an increasingly globalized national economy, the IB Diploma Programme will begin to flourish in schools across Missouri as a better-quality alternative to AP (Tate, 2013).

The research generated from the IB Learner Profile Survey displayed a pattern of deviation from coordinators to graduates and an even further deviation between admissions directors and human resources directors. Although their responses still scored very high in the agreement range, the further away from the confines of the secondary

school, students were perceived to forget the lessons learned throughout the IB Diploma Programme. One way post-secondary schools can help to minimize this decline is to create curriculum goals centered on developing the character traits that make up the foundation of the IB Diploma Programme. Post-secondary schools can also adopt admissions policies granting credit for possessing an IB Diploma comparable to credit given for scoring at a certain level on an AP exam. This will also drive students to take IB and AP courses instead of IB or AP courses.

Lastly, an examination of the role of human resources directors for globalized businesses in Missouri is needed. Their responses on the IB Learner Profile were consistently lower than those of the other three research groups. These directors interview all types of candidates trying to fill skill-specific careers in a variety of different industries. The feedback they can offer from their experiences could be relayed consistently through an annual survey with results readily available to coordinators and admissions directors. These results can guide decision-making toward the improvement or restructuring of local curriculum programs. Communication among each of the four research groups who participated in this survey is the key to implementing lasting curricular and character-building changes across Missouri.

### **Recommendations for Future Research**

This research study lends itself to additional future research as the number of secondary education institutions adopting and implementing globalized character-based educational programmes expands throughout Missouri. A new research study could be conducted using a qualitative or mixed-method methodology to approach case-by-case studies of individual graduates to track future success or failure rates throughout the

process of secondary to post-secondary to workplace integration. Such a study could identify local barriers based on environment or socio-economic status and address any questions as to whether the IB Diploma Programme was developed for any students or just the students with the most potential.

An additional research study could also expand geographically to other sections of the country using the IB Learner Profile Survey as a guide toward gaining valuable comparative data. This type of study could include quantitative data to determine if one area of the country is preferable for the integration of a globalized character-based education programme, or if the programme should be accessible across the country. This same geographical study could incorporate political ideologies, school funding-related issues, or cultural backgrounds as a basis for comparisons of Missouri graduates to determine the likelihood an IB Diploma Programme expansion will be effective.

One limitation of the study was identified because of the sample size of IB Diploma students within the total population of Missouri students. Due to the limited number of schools currently implementing the IB Diploma Programme in Missouri, an additional quantitative research study could be conducted comparing responses from IB Diploma seniors and non-IB Diploma seniors. The data generated from this study could be used for comparison purposes if a local school board was trying to determine whether or not to offer the IB Diploma Programme to students.

### **Summary**

The purpose of this research study was to measure the effectiveness of globalized character-based education programmes in Missouri using the perceptions of IB coordinators, IB Diploma seniors, admissions directors, and human resources directors of

globalized businesses in Missouri. A survey was developed to measure these perceptions based on the 10 characteristics of the IB Learner Profile. The IB Diploma Programme developed by the United Nations after the Second World War to promote international-minded globalized thinkers was chosen as the basis for the conceptual framework, because it is the most widely accepted globalized educational programme of study in the world. The lack of widespread acceptance over the last 40 years prompted the researcher to examine the perceptions of students, educators, and stakeholders involved in the overall success of an IB Programme graduate in Missouri.

The measure of a school's success is ultimately the success of its students. On a global scale, secondary education in the United States is falling farther behind the rest of the world (Boyer, 1983). As the world begins to cooperate, both economically and intellectually, without physical boundaries, administrators and educational reformers are looking for ways to increase the quality of graduates (Hargreaves & Shirley, 2012). This was the purpose of choosing to garner responses from the four research groups based on the qualities of character development. The IB Diploma Programme operates on the basis of developing successful graduates who practice the 10 character traits listed in the IB Learner Profile (IBO, 2015b).

The responses generated on the IB Learner Profile Survey showed a strong tendency of the four different research groups to perceive the IB Diploma Programme's ability to graduate quality candidates as positive. Even though the level of perception varied slightly between the lowest scores of 68% average agreement rate of human resources directors and the highest scores of 83% average agreement rate of coordinators, the overall perception of the IB Diploma Programme functioning as a quality alternative

to traditional America-centric education was proven to be effective. If factors such as funding and ideology can be overcome at a local level, the IB Diploma Programme can develop students into international-minded globalized thinkers with the skills necessary to function as successful and productive members of society.

The task of educating students to function in a world evolving at an exponential rate is a challenge and one traditional education systems founded in the Age of Industrialization are woefully unequipped to handle. The ability of secondary schools to teach a curriculum focused on the needs of an ever-changing economy must be replaced with a secondary educational system that develops a student's character to adapt quickly to meet all unforeseeable challenges. This is how the United States will regain the status of an economic giant and world leader. As Ralph Waldo Emerson (2000) once said to a group of young men during his speech titled *The American Scholar*:

What is the remedy? They did not yet see, and thousands of young men as hopeful now crowding to the barriers for the career do not yet see, that if the single man plant himself indomitably on his instincts, and there abide, the huge world will come round to him. Patience, patience; with the shades of all the good and great for company; and for solace the perspective of your own infinite life; and for work the study and the communication of principles, the making those instincts prevalent, the conversion of the world. (p. 59)

The reformation of traditional education begins with the idea of developing a programme centered on the idea of graduating students with strong character.



## Appendix A

### IB Learner Profile Survey

Identify your level of agreement with the following characteristics representing a 21st-century globalized learner or candidate to be hired in a globalized workplace.

#### **Cognitive/Intellectual Knowledgeable**

1. The learner/candidate explores concepts, ideas, and issues that have local and global significance.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

2. The learner/candidate acquires in-depth knowledge from performing exploration.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

3. The learner/candidate develops understanding across a broad and balanced range of disciplines.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

#### **Thinkers**

4. The learner/candidate exercises initiative in applying thinking skills critically to recognize and approach complex problems.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

5. The learner/candidate exercises initiative in applying thinking skills critically to make reasoned, ethical decisions.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

6. The learner/candidate exercises initiative in applying thinking skills creatively to recognize and approach complex problems.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

7. The learner/candidate exercises initiative in applying thinking skills creatively to make reasoned, ethical decisions.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

### **Reflective**

8. The learner/candidate gives thoughtful consideration to his/her own learning and experience.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

9. The learner/candidate is able to assess and understand his/her strengths and limitations in order to support his/her learning and personal development.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Conative/Personal  
Inquirers**

10. The learner/candidate develops his/her own curiosity.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

11. The learner/candidate acquires the skills necessary to conduct inquiry and research and show independence in learning.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

12. The learner/candidate actively enjoys learning, and this love of learning will be sustained throughout his/her life.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Principled**

13. The learner/candidate takes responsibility for his/her actions and the consequences that accompany them.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

14. The learner/candidate would act with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

15. The learner/candidate acts with integrity and honesty.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Affective/Emotional  
Caring**

16. The learner/candidate shows empathy, compassion, and respect toward the needs and feelings of others.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

17. The learner/candidate has a personal commitment of service to the lives of others and to the environment.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

18. The learner/candidate acts to make a positive difference in the lives of others and the environment.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Risk-Takers**

19. The learner/candidate approaches unfamiliar situations and uncertainty with courage and forethought.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

20. The learner/candidate has the independence of spirit to explore new roles, ideas, and strategies.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

21. The learner/candidate is brave and articulate in defending his/her beliefs.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Balanced**

22. The learner/candidate understands the importance of intellectual balance to achieve personal well-being for himself/herself and others.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

23. The learner/candidate understands the importance of physical balance to achieve personal well-being for himself/herself and others.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

24. The learner/candidate understands the importance of emotional balance to achieve personal well-being for himself/herself and others.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

### **Cultural/Social Communicators**

25. The learner/candidate understands and expresses ideas and information confidently in more than one language and in a variety of modes of communication.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

26. The learner/candidate understands and expresses ideas and information creatively in more than one language and in a variety of modes of communication.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

27. The learner/candidate works effectively and willingly in collaboration with others.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

**Open-Minded**

28. The learner/candidate understands and appreciates his/her own culture and personal history.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

29. The learner/candidate is open to the perspectives, values, and traditions of other individuals and communities.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

30. The learner/candidate is accustomed to seeking and evaluating a range of points of view and is willing to grow from the experience.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

## Appendix B

### Lindenwood University

School of Education  
209 S. Kingshighway  
St. Charles, Missouri 63301

Dear Admissions Director or Staff,

I am writing to tell you about the study entitled, *The Quality of a Globalized Character-Based Education in Missouri*, being conducted by Mr. Justin Yates at Lindenwood University under the guidance of Dr. Robyn Gordon.

The purpose of this research is to gain insight into current perceptions of globalized educational programs in Missouri.

You may be eligible for this study if you are a Human Resources Director at a Missouri-based globalized business employing recent college graduates or you are an Admissions Director from a Missouri institution of higher learning offering credit for students with International Baccalaureate course experience.

It is important to know that this letter is not to tell you to join this study. It is your decision. Your participation is voluntary.

- If you would like to participate in this study, please go to the following link and fill out the brief 30-statement International Baccalaureate Learner Profile Survey.

<website>

- If you do not wish to participate in this study and do not wish to be contacted again, please send a response with your wishes to [REDACTED]

If you like to talk to us directly, please call Mr. Justin Yates at [REDACTED].

If we do not receive your reply within 2-4 weeks, another e-mail will be sent to you.

Thank you for your time and consideration.

Sincerely,

Justin Yates



## Appendix C

### Lindenwood University

School of Education  
209 S. Kingshighway  
St. Charles, Missouri 63301

#### Informed Consent for Participation in Research Activities

“The Quality of a Globalized Character-Based Education in Missouri”

Principal Investigator Mr. Justin Yates

Telephone: [REDACTED] E-mail: [REDACTED]

Participant \_\_\_\_\_ Contact info \_\_\_\_\_

1. You are invited to participate in a research study conducted by Mr. Justin Yates under the guidance of Dr. Robyn Gordon. The purpose of this research is to gain insight into the current perceptions of globalized educational programs in Missouri.
2. a) Your participation will involve:
  - The completion of an online 30-statement International Baccalaureate Learner Profile Survey.
  - The survey results will be completely anonymous.

b) The amount of time involved in your participation will be 10-15 minutes. Approximately 11 International Baccalaureate coordinators will be involved in this research.
3. There are no anticipated risks associated with this research.
4. There are no direct benefits for you participating in this study. However, your participation will contribute to a greater knowledge about the comprehension level of current seniors involved in International Baccalaureate Diploma Programmes in Missouri and may help guide future recommendations toward the expansion of globalized educational programs in the future.
5. Your participation is voluntary, and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Mr. Justin Yates, at [REDACTED] or the Supervising Faculty, Dr. Robyn Gordon, at [REDACTED]. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) by contacting Dr. Marilyn Abbott, Provost, at 636-949-4912.

**I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.**

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Printed Name

\_\_\_\_\_  
Signature of Principal Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Investigator Printed Name

## Appendix D

### Lindenwood University

School of Education  
209 S. Kingshighway  
St. Charles, Missouri 63301

#### Informed Consent for Parents to Sign for Student Participation in Research Activities

“The Quality of a Globalized Character-Based Education in Missouri”

Principal Investigator: Mr. Justin Yates

Telephone: [REDACTED] E-mail: [REDACTED]

Participant \_\_\_\_\_ Parent Contact info \_\_\_\_\_

Dear Parent,

1. Your child is invited to participate in a research study conducted by Mr. Justin Yates under the guidance of Dr. Robyn Gordon. The purpose of this research is to gain insight into current perceptions of globalized educational programs in Missouri.
2. a) Your child’s participation will involve:
  - The completion of an online 30-statement International Baccalaureate Learner Profile Survey.
  - The survey will be monitored by your child’s current IB coordinator and will take place at your child’s school.
  - The survey results will be completely anonymous.

Approximately 15-30 International Baccalaureate Diploma seniors may be involved in this research.
- b) The amount of time involved in your child’s participation will be 10-15 minutes.
3. There are no anticipated risks to your child associated with this research.
4. There are no direct benefits for your child’s participation in this study. However, your child’s participation will contribute to greater knowledge about the comprehension level of current seniors involved in International Baccalaureate Diploma Programs in Missouri and may help guide recommendations toward the expansion of globalized educational programs in the future.

5. Your child's participation is voluntary, and you may choose not to let your child participate in this research study or to withdraw your consent for your child's participation at any time. Your child may choose not to answer any questions that he or she does not want to answer. You and your child will NOT be penalized in any way should you choose not to let your child participate or to withdraw your child.
6. We will do everything we can to protect your child's privacy. As part of this effort, your child's identity will not be revealed in any publication or presentation that may result from this study.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Mr. Justin Yates, at [REDACTED] or the Supervising Faculty, Dr. Robyn Gordon at [REDACTED]. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Provost, at 636-949-4912.

**I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my child's participation in the research described above.**

\_\_\_\_\_  
Parent's/Guardian's Signature      Date

\_\_\_\_\_  
Parent's/Guardian's Printed Name

\_\_\_\_\_  
Child's Printed Name

\_\_\_\_\_  
Signature of Investigator      Date

\_\_\_\_\_  
Investigator Printed Name

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### **Vita**

Justin Heath Yates was born in Springfield, Missouri. After completing a Bachelor of Arts degree in English with a certification to teach secondary education, Justin taught in the Richland R-IV School District for five years. During his time there, he was able to start high school boys' and girls' soccer teams and a drama program before accepting a position in the Camdenton R-III School District to teach English and coach boys' soccer. While in Camdenton, Justin was trained to teach International Baccalaureate English 1A, which he practiced for nine years. In 2016, Justin accepted a position in the Salisbury R-I School District where he is currently the Junior High and High School Principal.