

# ONLINE EMPLOYERS (BUSINESS & INDUSTRY) STUDY

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## THE PURPOSE OF THIS EMPLOYERS STUDY IS TWOFOLD:

1. To know how businesses, companies or businesses value the global competencies in their employees
2. To know how interested are firms, companies or businesses in that the institution advances in internationalization

## ONE ELECTRONIC SURVEY THAT HAS 3 ROUTES (CONSIDERING 3 TYPES OF COMPANIES):

- International
- National
- Regional/Local

**INSTRUMENT** *(Information uploaded to a survey site)*

**INTRODUCTION**

**This instrument is intended to gather information as part of a strategic diagnosis for the internationalization of **your institution**. Your answers are very valuable and we appreciate the approximately 10-15 minutes it will take you to complete this survey.**

Indicate the type of company, company, business or organization where you work, according to its reach (choose one):

International    National    Regional / Local

1 Indicate the name of the company, business or organization:

2 Specify the purpose, or kind of activity, of the company, business or organization:

3 Specify your position within the company, business or organization:

4 Does the company export products or services abroad?  
 YES    NO   If you answered yes, list countries here:

5 Does the company import products or services from abroad?  
 YES    NO   If you answered yes, list countries here:

6 Does the company have relations with foreign companies?  
 YES    NO   If you answered yes, name them here:

7 How many employees does the company have?  
 1-10    11-50    51-100    101-250    250+

**Dimension 1. In this section, we want to know how your company values global competencies in its employees.**

We define global competencies as the knowledge, attitudes, and skills, both international and intercultural, that a citizen or professional develops in order to function in a globalized world. Indicate in each column, the level of importance of the skills listed for each hierarchical level.

**Scale: VI - Very important, I – Important, LI – A little important , NI - Not important**

		Top Level	Middle Level	Operational Level
1	Having knowledge of current global issues.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
2	Having knowledge of cultures, history, values, religions and social systems worldwide.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
3	Having knowledge of one's own culture and national history.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
4	Understanding how what happens globally impacts the local level and vice versa.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
5	Understand the international dimensions of one's field of work.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
6	Having spoken and written communication skills in one's native language.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
7	Possessing spoken and written communication skills in a foreign language.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
8	Having the ability to work in teams with members whose culture or language is different from one's own.	VI / R / LI / NI	VI / I / LI / NI	VI / I / LI / NI
9	Having the ability and attitude to take into consideration different viewpoints, especially those of individuals whose origin or culture is different from one's own.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
10	Possessing interest in lifelong continuous learning and skills development.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
11	Having skills to make use of information considering international sources.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
12	Having skills to use new technologies and tools.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
13	Having skills to interact with people from other cultures.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
14	Having skills to face unknown or difficult situations and to overcome them quickly.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
15	Having the ability to think creatively and innovatively.	VI / I / LI / NI	VI / I / LI / NI	VI / I / LI / NI
16	Other/Comments:			

**Dimension 2. In this section we want to know the interest your company, business or organization has that **your institution** works on internationalizing the campus comprehensively.**

We understand internationalization as the institutional, systematic and sustainable process of integrating an international and intercultural dimension into the ethos and the substantive functions of an educational institution, in accordance with the current international, intercultural and global environment, transcending the traditional notion of international cooperation, and physical mobility of individuals. (see Knight, 2005; Gacel Ávila, 2000, Engberg & Green, 2002; ANUIES, 2006; NAFSA, 2011; CUMEX, 2011.)

Express your level of agreement to the following statements.

**Scale: SA =Strongly Agree, A =Agree, LA = Little Agreement, D = Disagree**

1	In the current reality, it is essential that <b>your institution</b> considers the impact of globalization on higher education.	SA	A	LA	D
2	<b>Your institution</b> must take action to prepare for the growing global economy and international labor market.	SA	A	LA	D
3	Internationalizing study programs of <b>your institution</b> can help graduates be more competitive.	SA	A	LA	D
4	It is important that students are part of a global learning experience such as participating in a study abroad program.	SA	A	LA	D
5	It is important that <b>your institution</b> develops strong written and spoken effective communication skills in students not only in their mother tongue, but in a foreign language.	SA	A	LA	D
6	It is important that <b>your institution</b> develops research and use of information skills in students.	SA	A	LA	D
7	It is essential that <b>your institution</b> develops skills in the use of technologies <b>and instruments</b> in students.	SA	A	LA	D
8	It is important that <b>your institution</b> develops skills in students to work in teams with people who are from different countries and cultures.	SA	A	LA	D
9	It is essential that <b>your institution</b> offers classes that focus on global issues.	SA	A	LA	D
10	It is important that <b>your institution</b> collaborates with research groups internationally.	SA	A	LA	D
11	It is essential that <b>your institution</b> receives students and teachers from abroad.	SA	A	LA	D
12	It is important that <b>your institution</b> has internationally focused activities on campus.	SA	A	LA	D
13	It is important that <b>your institution</b> leverages resources from the private, public and social sectors to improve and promote the international and intercultural dimensions of the campus	SA	A	LA	D
14	It is important that <b>your institution</b> sends their teachers abroad so that they can contribute, upon their return, innovative learning methodologies acquired abroad.	SA	A	LA	D

15	Other/Comments:
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**In this section, some foreign languages are listed. Indicate the degree of importance to your business, company, business or organization for each of the languages listed. Scale: VI =Very Important, I =Important, SI = Slightly Important, NI = Not Important**

An indigenous / tribal language	VI	I	SI	NI
Spanish	VI	I	SI	NI
Japanese	VI	I	SI	NI
French	VI	I	SI	NI
Italian	VI	I	SI	NI
Chinese	VI	I	SI	NI
Korean	VI	I	SI	NI
German	VI	I	SI	NI
Russian	VI	I	SI	NI
Hindi	VI	I	SI	NI
Portuguese	VI	I	SI	NI
Arabic	VI	I	SI	NI

Other/Comments:

**Taking into consideration the language (or languages) that you assigned the greatest importance to your company in the previous question. Indicate in each column below the minimum of the foreign language level required for employees at each hierarchical level.**

**Scale: A =Advanced, I = Intermediate, B = Basic**

	Top Level			Middle Level			Operational Level		
	A	I	B	A	I	B	A	I	B

	A	I	B	A	I	B	A	I	B
Other/Comments:									

**END OF THE SURVEY.**

**We greatly appreciate your participation and time dedicated to answering this survey. Your answers are very valuable for your institution. If you have additional comments, please contact us by phone at your telephone number or email us at your e-mail with your suggestions.**

**Note:**

The global competencies used in this instrument were taken from a list prepared by Laura Siaya, Assistant Director for Research, ACE Center for Institutional and International Initiatives. This list was taken from the publication *Internationalizing the Campus A User's Guide* - Madeleine Gree & Christa Olson, 2003. American Council on Education.