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CURRICULAR INSTRUCTION OF GLOBAL LEADERSHIP AT COLLEGES AND
UNIVERSITIES IN THE UNITED STATES

by

Tara L. Edberg

A dissertation submitted in partial fulfillment
Of the requirements for the degree of

Doctor of Philosophy

July 2016

Dissertation Committee:

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University of San Diego

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UNIVERSITY OF SAN DIEGO
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

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TITLE OF
DISSERTATION: CURRICULAR INSTRUCTION OF GLOBAL
LEADERSHIP AT COLLEGES AND UNIVERSITIES
IN THE UNITED STATES

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Abstract

Colleges and universities in the United States have made leadership education a priority as they prepare students to confront adaptive challenges in the 21st century; “wicked problems” such as poverty, uneven opportunities for education, homelessness, and illnesses worldwide. In addition, with the increased globalization of our world, the need to teach students how to lead in a complicated, multicultural context intensifies. Global leadership is an emergent concept in the leadership field combining leadership practices with those of global cultural competency while highlighting the significance of a dynamic and complex context in the leadership process.

While there has been a significant development of leadership theory over the past 100 years much of it has been focused in the west and this can cause difficulties when translating leadership across cultures. This challenge could be addressed through teaching global leadership, and examining how culture and leadership interact in order to better prepare leadership students to be the next generation of global leaders. However, very little research has been conducted to examine if global leadership is being taught at the collegiate level, what content is being communicated, the methods used, and if this curriculum is positively impacting the students.

In particular, the purpose of this study was to examine how global leadership was being taught, across the United States, within undergraduate leadership education programs and curriculum. This was accomplished by executing a survey of leadership educators directing undergraduate Leadership Majors, Minors, and Certificates across the country concerning their global leadership courses. After completion of the initial survey (n=57) qualitative interviews (n=3) were conducted in order to better understand the curriculum, assessment, how decisions were made when designing the curriculum. It was found that global leadership was being taught at 40% of those universities who completed the survey, utilizing a variety of methods and curriculum. Best practices were shared by the interviewees, which in turn could inform others as they work to develop global leadership classes.

Keywords: global, leadership, undergraduate, education, teaching methods

Dedication

*“what’s the greatest lesson a woman should learn?
that since day one. she’s already had everything
she needs within herself. it’s the world that
convinced her she did not.”*

– rupi kaur

In dedication to Gene and Deb Edberg, my incredible, compassionate, inspirational,
encouraging, loving, supportive, resilient parents. You have always
told me I was enough, and for that I will forever be grateful.

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TABLE OF CONTENTS

ABSTRACT.....	V
TABLE OF CONTENTS.....	XII
CHAPTER 1: INTRODUCTION.....	1
Introduction.....	1
Background to the Study.....	3
Leadership Theory’s Western Focus	3
Business Global Leadership.....	3
Intercultural Competence.....	4
Global Leadership vs. Intercultural Competence.....	6
Teaching Global Leadership.....	7
Statement of the Problem.....	9
Purpose of the Study.....	12
Research Questions.....	14
CHAPTER 2: REVIEW OF THE LITERATURE.....	16
Introduction.....	16
Attempts to Define Global Leadership.....	18
Applicable Leadership Theories	22
Trait and Behavior Theory.....	22
Situational/Contingency Approach.....	24
Transformational/Transactional Leadership.....	26
Leadership Theory’s Western Focus	27
Cross-Cultural Theory	28
Hofstede’s Cultural Dimensions.....	28
Process Model of Intercultural Competence.....	32
Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)	34
Approaches to Teaching Global Leadership.....	35
Existing Global Leadership Frameworks.....	36
Global Leadership-Learning Pyramid.....	36
The Pyramid Model of Global Leadership	38
Global Leadership Competencies	39
Psychological Approach to Developing Global Leaders	41
Existing Global Leadership Curriculums.....	42
Learning Outcomes Model	42
Global Mindset Curriculum	44
Global Leadership Development Plans.....	45
Experiential Learning.....	47
Problem-Based Learning.	48
Transformative Learning.	49
Model Used for This Study.....	51
The Global Leader (The Person).....	52
Knowledge	52
Skills	53
Characteristics.....	54

Action.....	54
Global Leadership (The Process).....	55
Conclusion	56
CHAPTER 3: METHODOLOGY	57
Introduction.....	57
Phase 1 - Survey.....	57
Rationale for Survey Methodology.....	57
Participants.....	58
Type of Survey.....	59
Survey Instrument.....	59
Evaluation of Scales.....	60
<i>Operationalization of the construct.</i>	61
<i>Evaluation of psychometric properties.</i>	63
Data Analysis	64
Sampling	65
Administering the Survey	65
Demographic Information.....	66
Phase 2 – Qualitative Interview Follow-Up.....	67
Explanatory Mixed Methods.....	67
Ethical Issues	69
Benefits	69
Potential Risks and Risk Management Procedures.....	70
Background and Role of the Researcher.....	70
Summary.....	71
CHAPTER 4: FINDINGS	72
Introduction.....	72
Evaluation of the Scale	72
Survey Results	76
Research Question Findings	76
Secondary Research Questions.....	79
Research Question #1	79
Defining Global Leadership.....	81
Instructor Demographics.....	84
Research Question #2	85
Qualitative Follow-up Interviews	91
Assessment & Best Practices	91
Assessment.....	94
Curriculum	96
Best Practices	98
CHAPTER 5: DISCUSSION.....	100
Introduction.....	100
Statement of the Problem.....	100
Purpose of the Study	101
Review of the Methodology.....	102
Summary of Findings.....	104

Overarching Research Question	104
Research Question 1	104
Research Question 2	105
Research Question 3	106
Research Question 4	107
Significance of the Study	108
Limitations	109
Implications.....	109
Future Research Recommendations.....	114
Conclusion	116
REFERENCES	118
APPENDIX A.....	130
APPENDIX B	139
APPENDIX C	140
APPENDIX D.....	141
APPENDIX E	142
APPENDIX F	143
APPENDIX G.....	144
APPENDIX H.....	145
APPENDIX I	152

List of Tables

Table 1. Global Leadership Definitions.....	20
Table 2. Hofstede’s Dimensions.....	29
Table 3. GLOBE Culture Construct Definitions.....	31
Table 4. Common Ways to Develop Global Leaders.....	42
Table 5. Majors, Minors, & Certificates of Population vs. Sample.....	67
Table 6. Correlations Between Knowledge Variables.....	74
Table 7. Correlations Between Characteristics Variables.....	74
Table 8. Correlations Between Skills Variables.....	74
Table 9. Correlations Between Action Variables.....	75
Table 10. Correlations Between Process Variables.....	75
Table 11. Reliability Statistics.....	75
Table 12. Significant Text/Readings for Global Leadership in Order of Frequency.....	87

List of Figures

<i>Figure 1.</i> Applicable literature for teaching global leadership.....	18
<i>Figure 2.</i> Process Model of Intercultural Competence.....	33
<i>Figure 3.</i> Global Leadership-Learning Pyramid.....	37
<i>Figure 4.</i> The Pyramid Model of Global Leadership.....	38
<i>Figure 5.</i> Global Mindset.....	44
<i>Figure 6.</i> Kolb’s Experiential Learning Model (Kolb & Kolb, 2006).....	48
<i>Figure 7.</i> Global Leader Model.....	52
<i>Figure 8.</i> Global Leadership as a Process.....	52
<i>Figure 9.</i> Global Leader Model.....	62
<i>Figure 10.</i> Global Leadership as a Process.....	63
<i>Figure 11.</i> Curricular Leadership Programs Represented in the Survey.....	67
<i>Figure 12.</i> Global Leadership Development Model.....	73
<i>Figure 13.</i> Average Score for Each Aspect of the Global Leadership Model.....	78
<i>Figure 14.</i> Independent Samples Mann-Whitney U.....	81
<i>Figure 15.</i> Theories Used to teach Global Leadership.....	85
<i>Figure 16.</i> Leadership Theories Used When Teaching Global Leadership.....	86
<i>Figure 17.</i> Assessments/Inventories Used to Teach Global Leadership.....	88
<i>Figure 18.</i> Sources of Learning in Global Leadership.....	89
<i>Figure 19.</i> Global Leadership Development Model.....	103

CHAPTER 1: INTRODUCTION

Introduction

The abundance of leadership research, theory development, education, and practice in the past few decades are indicators of significant progress for the field of leadership studies (Bass & Bass, 2009; Northouse 2012; Komives, Dugan, Owen, Slack, & Wagner, 2011). In addition, in recent years globalization creates a need to develop leaders' skills, knowledge, and competencies so they are more effective in leading global organizations (Moore, Boyd, Rosser, & Elbert, 2009; Chokar, Brodbeck, & House, 2007). Brown (2008) defined globalization as a growing interconnection between people, nations, cultures, governments, environments, economies, and indeterminate global networks. Due to this increased globalization, as well as the intensification of leadership education, many colleges and universities in the United States (US) are seeking ways to teach *global* leadership in order to develop students who have the capacity to lead more effectively in a global society (Brown, Whitaker, and Brungardt, 2012). Finally, while teaching global leadership concepts are an important first step, there is a need to move beyond simple knowledge acquisition. As Townsend stated, "Leadership educators are challenged to distinguish between leadership awareness and leadership learning" (Townsend, 2002, p. 38).

The literature is replete with definitions of global leadership (Mendenhall, Osland, Bird, Oddou, & Maznevski, 2008, Gill, 2012, Goldsmith, Greenberg, Robertson, & Hu-Chan, 2005, House, Hanges, Dorfman, & Gupta, 2004, and Li, 2013). Many definitions are leader centric (Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, & Stahl, 2013), while others seem to be grounded in management literature (House, Hanges,

Dorfman, & Gupta, 2004). This study focuses on global leadership education for undergraduate students in a variety of degree programs, and thus for the purposes of this study, global leadership is defined as a relational process of affecting positive change, through ethical action in accordance to global social responsibility, implemented within the complex and dynamic global context (adapted from Brown, Whitaker, and Brungardt, 2012). Effective leadership in a global society requires an understanding of culture and an ability to interact cross-culturally (Hofstede & Hofstede, 2004). Oddou & Mendenhall wrote that global leadership education is crucial “as the world becomes increasingly interdependent, complex, uncertain, and dynamic [and] the challenge to understand and operate within that world...become[s] ever more difficult” (2008, p. 174).

The purpose of this study was to examine how global leadership was being taught, across the United States, within undergraduate leadership education programs and curriculum. This was done by executing a survey of undergraduate Leadership Majors, Minors, and Certificates concerning how they are teaching global leadership. After completion of the initial survey qualitative interviews were conducted in order to better understand the curriculum and how decisions regarding teaching strategies, objectives, learning outcomes, and content were made when designing the course, which in turn could inform others as they work to develop global leadership classes. In searching for a way to measure global leadership development, a review of the leadership literature could find no inventory of the methods developed for teaching global leadership to undergraduate students in the US. However, several studies examined the methods used for teaching leadership (Allen, & Hartman, 2009 and Jenkins, 2012). This study hopes to continue this work by beginning the process of identifying and evaluating the methods

for curricular development and implementation of *global* leadership in undergraduate education.

Background to the Study

Leadership Theory's Western Focus

While there has been a significant development of leadership theory over the past 100 years much of it has been focused in the west and this can cause difficulty when translating leadership across cultures. Perkins (2009) stated, "Traditional leadership theory and research courses do not adequately prepare students for cross-cultural leadership" (p. 78). Perkins' notes six principles of Western leadership theories and illustrates the limitations of the premises in non-Western settings. These include that leadership is leader-centered, male dominated, has universal traits, task-relationship balance (participatory), has an emphasis on quantifiable performance and outcomes, and is individualistic. The limitations inherent in Perkins' premises are that they are generalized from earlier theories and do not take into account some emergent leadership theories, which might mitigate some of the above concerns. The western focus of leadership theory persists in the global leadership literature, which is often grounded in the management literature.

Business Global Leadership

As was often the case during the infancy of leadership theory development, a considerable amount of the work in global leadership comes out of the management literature (Goldsmith, 2005; Gundling, Hogan & Gvitkovich, 2011; Black & Morrison, 2014; Hames, 2007; Govindarajan & Gupta, 2001). One significant example of global leadership research out of the management literature is the GLOBE (Global Leadership

and Organizational Behavior Effectiveness) study. House, Javidan, Hanges & Dorfman, (2002) in support of including culture in the leadership discussion, stated

Besides practical needs, there are important reasons to examine the impact of culture on leadership. There is a need for leadership and organizational theories that transcend cultures to understand what works and what does not work in different cultural settings. Furthermore, a focus on cross-cultural issues can help researchers uncover new relationships by forcing investigators to include a much broader range of variables often not considered in contemporary leadership theories, such as the importance of religion, language, ethnic background, history, or political systems. (p. 3)

The GLOBE study examined leadership, within three business sectors, in 61 societies around the world. The study utilized nine cultural dimensions; power distance, uncertainty avoidance, humane orientation, societal collectivism, in-group collectivism, assertiveness, gender egalitarianism, future orientation, and performance orientation, and it is one of the most comprehensive global leadership studies ever conducted (House, Javidan, Hanges & Dorfman, 2002, p. 6). Another area of the literature that has examined the impact of culture, and is relevant to this study, is the intercultural competence literature.

Intercultural Competence

Global leadership has an inherent cross-cultural component. Andenoro, Popa, Bletscher & Albert, (2012) stated “For business, leadership, nonprofit management, agricultural development, anthropology, and in countless other disciplines, the need becomes paramount to develop intercultural competency in those that serve the diverse

population of the world” (p. 103). Global leadership looks at the nexus between leadership and cross-culture theory. Dickson, Den Hartog, Mitchelson (2003) noted “adding a cross-cultural component to the mix in leadership research makes the whole process even more complex” (p.731). While there are a number of intercultural models that have been developed there are three that are dominant in the literature: Hofstede’s Cultural Dimensions (Hofstede, 2002), the Developmental Model of Intercultural Sensitivity (Bennett,1993), and the Process Model of Intercultural Competence (Deardorff, 2006).

Hofstede’s cultural dimension model attempts to classify cultures on the basis of six basic cultural dimensions: power distance, uncertainty avoidance, individualism vs. collectivism, masculinity and femininity, time orientation, and indulgence versus self-restraint (Hofstede, 2002). Another model, which specifically examines cultural competency is the Process Model of Intercultural Competence. Deardorff (2006) attempted to identify capacities for assessing intercultural competence, by surveying intercultural scholars from across the nation. According to this model, the level of intercultural competence depends on the degree of attitudes, knowledge/comprehension, and skills attained (Deardorff, 2006, p. 256). For example, how much one values other cultures influences their awareness of them and this, in turn, creates a more ethno-relative view, which allows for appropriate behaviors in intercultural situations. Bennett’s (1993) Developmental Model of Intercultural Sensitivity is another cross-cultural theory utilized by the global business literature. However, this approach examines *how* individuals can develop global competence, instead of simply examining the differences that exist in a context (Hofstede’s model) or how one behaves in an intercultural situation (Process

Model). All three models are additive to the global leadership literature, in that they examine and inform the development of cultural competence.

Global Leadership vs. Intercultural Competence

Some scholars argue that global leadership is simply leading with intercultural competence (Bird, et al. 2010). “Although global learning and domestic multiculturalism share numerous commonalities, differences exist, and there remain gaps between these goals at many universities” (Kahn, & Agnew, 2015, p. 5). One aspect that seems to be missing from the intercultural competence literature is an examination of the challenges and complexity of our global context. In his white paper report of a year’s worth of research, Petrie (2011) detailed future trends of leadership development. He mentioned that “there were two consistent themes that emerged...as the greatest challenges for current and future leaders... the pace of change and the complexity of the challenges faced” (2011, p. 5). One model that attempts to account for organizational complexity is the VUCA model (Bodenhausen & Peery, 2009). VUCA is a strategic model developed by the military, which characterizes the states of volatility, uncertainty, complexity and ambiguity of the existing global context. Bodenhausen & Peery (2009) stated, “Everyday social perception often occurs under conditions of volatility (dynamic contexts), uncertainty (missing information), complexity (multiple bases for categorization), and ambiguity (unclear meaning of available cues)” (p. 1). Understanding social perceptions (their own and others) is an important skill for global leaders as they attempt to navigate the global context.

Kinsinger and Walsh (2012) detail a paradigm called VUCA Prime, a skills model created by Bob Johansen to address the challenges that come along with leading in a

dynamic, complex VUCA world: these include vision, understanding, clarity, and agility.

VUCA Prime could be used as a teaching tool for understanding our complex, dynamic global paradigm. In order to address the greater complexity of our world, some would argue there is a greater need for vertical development of our leaders (Petrie, 2011).

“There are two different types of development - horizontal and vertical. A great deal of time has been spent on ‘horizontal’ development (competencies), but very little time on ‘vertical’ development (developmental stages). The methods for horizontal and vertical development are very different” (2011, p. 5). Many of the intercultural competency models focus on gaining competencies, however there needs to be a transition to the vertical development of global leadership, not only developing competencies but also deepening those competencies, creating emotional intelligence and mindfulness, in a way that allows leaders to effectively work within the complicated context of our globalized world.

Teaching Global Leadership

“I’ve heard it said that there are those who believe that leadership can’t be taught. And I’ve heard the rejoinder...maybe it can’t be taught, but it can be learned. What, then, is the role of the leadership educator” (Huber, 2002, p. 30)? How do leadership educators better develop future global leaders? Cook-Greuter supported the need for greater vertical development in our leaders through intentional development and reflection, “Vertical development in adults is much rarer. It refers to how we learn to see the world through new eyes, how we change our interpretations of experience and how we transform our views of reality” (2004, p. 276). Petrie’s white paper also stated that there was a need for “much greater focus on innovation in leadership development methods. There are no

simple, existing models or programs, which will be sufficient to develop the levels of collective leadership required to meet an increasingly complex future” (2011, p. 6). There has been very little research completed in the way of global leadership curricular practices. Practices that could work in a multitude of cultural contexts, including research that would consider how we teach global leadership, what methods we use, which may require a more dynamic and experiential curriculum to allow for a more complete education regarding global leadership.

Huber said “The overall purpose of leadership education is driven by the sure knowledge that the world is ever changing... The purpose of leadership education is to prepare people (and organizations) to be responsible, together, in an increasingly interdependent world” (2002, p. 27). Ultimately, one purpose of leadership education is to teach students to understand and address the “adaptive challenges” of our time (Bradberry, & Greaves, 2012); challenges such as poverty, uneven opportunities for education, homelessness, and illnesses worldwide. Heifetz defines adaptive challenges as those that “demand innovation, learning, and changes to the system itself” (1994). This work has been utilized extensively since it was first conceptualized by Heifetz, including Leadership 2.0 (Bradberry, & Greaves, 2012) and *Why flexible and adaptive leadership is essential* (Yukl, & Mahsud, 2010). Addressing the adaptive challenges through global leadership cannot be done in a vacuum, in one sector or one country, but will require boundary-spanning, collective leadership (Bryson & Crosby, 2006) beyond what has been taught in the past. “Just as a multitude of global issues do not fall neatly into disciplines for their study and resolution, so too will the leadership engaged in bringing about positive change need to be able to incorporate multiple perspectives in their

endeavors” (Huber, 2002, p. 30). Finally, with the greatly increasing costs of higher education (Archibald & Feldman, 2010) it becomes the responsibility of leadership educators to ensure global leadership classes are as impactful as possible, for both the student, the institution, and future employing organizations.

Some scholars have argued that learning leadership and developing leadership capacities differs from learning content in a traditional classroom setting (Eich, 2008; Wren, 1995), and because of this leadership education may need innovative strategies for facilitating leadership development: strategies like high impact teaching practices (Burbank, Odom, & M’Randa, 2015) and experiential learning (Kolb, & Kolb, 2005). “There is a significant change in education from the teacher-centered, knowledge-transfer approach to a focus on the learner as an active participant in the learning process” (Kolb & Kolb, 2006, p. 4). Moreover, high-impact teaching practices have been described as active learning experiences that increase student learning and engagement (Kuh, 2008). The high-impact practices that have been identified by Kuh (2008) include: collaborative assignments and projects, writing intensive courses, diversity/global learning, and service-learning/community-based learning. Accordingly, learning about global leadership is a high impact practice, in addition to effective curriculum content, which could impact the leadership development for undergraduate students.

Statement of the Problem

According to the “the Global Leadership Index...which reflects the current thinking of a community of over 1,500 of the world’s foremost global experts, indicates that 86% of respondents believe that the world is currently experiencing a leadership crisis” (Salicru, 2015, p. 159). This crisis comes despite the expansive growth of

leadership development initiatives (Hernez-Broome & Hughes, 2004). Gurdjian, Halbeisen, and Lane argue that the failure of leadership development initiatives stems from four common mistakes: overlooking context, decoupling reflection from the “real work,” underestimating mind-sets, and failure to measure results. The idea that context is too often overlooked, is especially applicable to global leadership education. “Too many...initiatives...rest on the assumption that one size fits all and that the same group of skills or style of leadership is appropriate regardless of strategy...” (2014, p. 2). Faculty teaching global leadership can focus on teaching students about how “context matters,” which can influence the practice of leadership, and this is a needed inclusion in leadership education.

Some could argue the next logical step in developing leadership education is a focus on global leadership (Mendenhall et al., 2013), however there is little information on how and if this is being done. In recent years, leadership education has taken a number of different forms in the United States: undergraduate leadership minors have been developed, certificate programs have been offered, and course offerings have been modified to include a focus on leadership development (Dugan & Komives, 2011; Scott, 2004). Often the focus of these efforts is on the leader and, to a lesser degree, the followers, with little attention paid to context (Day, 2000). For this study context refers to the dynamic, complex, global and cultural environment global leaders need to navigate. Brown, Kenney, & Zarkin stated “Organizations do not learn independently of the context in which they operate. As more or less ‘open systems,’ they interact with and depend upon the external environment” (2006, p. 15). Given the lack of literature available on global leadership as a process, even less consideration seems to be given to

leadership development for undergraduate students for global contexts and how culture, often defined as national culture (see the work of Hofstede, 2002), may influence the understanding and practice of leadership.

Before global leadership can be taught in undergraduate leadership education the challenges around definition need to be resolved. Much of the global leadership literature confuses global leadership with global leaders, the person with the process. In the highly regarded text: *Global Leadership: Research, Practice, and Development* (Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, & Stahl, 2013) these two terms are used interchangeably. “The authors contributed a definition of Global Leadership that might serve as a reference point for other scholars: An individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow, and presence” (p.75). In this definition they transition from talking about leadership (the process), to speaking about an influential individual. Leader-centric definitions are prevalent throughout the literature, and as such the global leader will be examined as the first aspect of the more inclusive concept of global leadership. The issue of leader-centric definitions in global leadership will be discussed extensively in the literature review.

Finding global leadership literature that is not significantly influenced by the business sector is particularly difficult. While the teaching of global leadership in business schools is a good start, the extensive focus on the business sector could decrease the effectiveness of the literature for those leading in other sectors. The literature, which is often focused on the leader-centric development of executives, and increasing

effectiveness for profits and customers, is a foundation but may not be sufficient to develop global leaders for all contexts. Existing literature is insufficient because the discipline in which a theory lies may affect the thinking and can create a bias and gaps (Kahneman, 2011). For example, educational leadership and nonprofit leadership have recently shifted to examining leadership as a process, one that occurs collaboratively at all levels of an organization (Komives, et al 2005; Bryson & Crosby, 2006). Therefore, one could argue that global leadership needs to also include a focus on the process of leadership, the relationship with followers, as well as continue to examine the impact of the organizational and greater cultural context.

While the management literature (Goldsmith, 2005; Gundling, Hogan & Gvitkovich, 2011; Black & Morrison, 2014; Hames, 2007; Govindarajan & Gupta, 2001) is a good foundation, there has been no research that examines if and how global leadership is being taught in an undergraduate setting, where the teaching of global leadership may be located within higher education, and the types of methods used to teach global leadership. Therefore, there is a need to examine, in a systematic way, if global leadership is being taught, who is teaching it, how and what is being taught, and if any teaching methods have been determined to be “successful,” beyond satisfaction based course surveys. A review of the leadership literature could find no comprehensive inventory of the various curriculum, methods, literature, assessments, etc. utilized for teaching global leadership to undergraduate students across the US.

Purpose of the Study

Global leadership is an important concept that can and should be taught at institutions of higher education in the United States. However, much like general

leadership education, this is an interdisciplinary endeavor and the responsibility of educating students on global leadership cannot fall on the few. Li (2013), stated:

Global competence is teachable by providing students with appropriate learning opportunities. A challenge in campus globalization is to make sure professors, particularly those from areas that typically do not have a global focus, truly believe in the value of global competence (Jayakumar, 2008). Educators must be motivated to engage in globalization endeavors both inside and outside the classroom. At the same time, they should also be aware that cultivating student global competence is, albeit challenging, an objective that they can achieve... They should actively explore innovative approaches to curriculum and coursework design so that global competence becomes an integrated part of students' overall learning experience. (p. 138)

A great deal of work is yet to be done on what those “innovative approaches” may be, as well as how to integrate them into existing academic curriculum. Research is needed to examine if and where global leadership is being taught, the methods utilized to teach global leadership, and assessments that demonstrate if the methods are effective. This study will begin the process of understanding who is teaching global leadership, how and what is being taught, and if any methods have been deemed “successful” for teaching global leadership in curricular academic programs at colleges and universities in the United States.

Research Questions

The overarching research question for this study is: *How is global leadership being taught, if at all, to undergraduate students at colleges and universities across the US?* The specific research questions that will guide data collection and analysis include:

Research Question #1: *To what extent is global leadership being taught to undergraduate students in curricular leadership programs?* Sub-Questions: Does the department/school and/or type of school teaching global leadership have an effect on how global leadership is being taught? Is there a relationship between format and/or theory used to teach global leadership and the extent to which instructors are able cover the topics as operationalized in the literature? Is there a relationship between how global leadership is defined and the extent to which instructors are able cover the topics as operationalized in the literature? Is there a relationship between instructor demographics and how they choose to teach global leadership?

Research Question #2: *What academic content (theories, texts, curriculum, experiential components, etc.) is being used to teach global leadership to undergraduate leadership students?* For example, is it common to use the sophisticated stereotype, which is stereotyping “based on theoretical concepts” (Osland & Bird, 2000, p. 66) and the empirical work of scholars, such as the GLOBE Dimensions? Do instructors of global leadership rely on texts, readings and activities from the extensive business literature on global leadership? What curriculum/projects are being used and have they been proven effective?

Research Question #3: *How is "effectiveness" being measured, if at all, and which methods have proven effective?* What types of assessments, if any, are being done

of the programs, beyond satisfaction based faculty evaluations or content based examinations. Does each program have learning outcomes and how are they assessing them? Are instructors pre and post testing their students or objectively measuring the student's growth in some way?

Research Question #4: *What best practices can be learned from those who are comprehensively teaching global leadership? Are there specific experiences or curriculum that increase global leadership competencies and intercultural sensitivity?*

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The Association of American Colleges and Universities' Greater Expectations Project on Accreditation and Assessment described global knowledge and engagement, and intercultural knowledge and competence, as crucial learning outcomes for all majors in higher education (Musil, 2006). In addition, a program sponsored by the Association of American College and Universities (AAC&U), The Liberal Education and America's Promise (or LEAP) Program is a nationwide initiative, which has been in existence for more than 10 years and is designed "to align the goals for college learning with the needs of a new global century" (Kuh, 2008, p. 2). The indicated learning outcomes include "global knowledge, critical thinking, adaptability, self-knowledge, social responsibility, and intercultural skills" (Sandeen, 2012, p. 5) among others.

The outcome most closely aligned to the teaching of global leadership is that of diversity and global learning, Kuh said, "colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own...Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad" (Kuh, 2008, p. 10). According to Sandeen, "The LEAP initiative acknowledges that teaching to these outcomes is challenging and falls outside the norm of traditional subject matter coursework" (2012, p. 82). If it is outside of "traditional" coursework there may be a need to integrate this learning in other places, including curricular leadership programs. In his examination of leadership development, Grandzol (2011) found, "augmenting the

leadership experience... with a formal course or reflection process would lead to even greater gains in leadership skills” (p. 67). Therefore, using curricular leadership programs to enhance the leadership learning process is an important step for leadership development.

In addition to the outcomes listed by the LEAP program, the National Leadership Education Research Agenda (NLERA) outlines priorities that include global and intercultural leadership (Andenoro et al., 2013). Priority VII of the NLERA states, “Global competence is increasingly a priority within higher education, and the development of global leadership knowledge and capacities are vital for the future of our global community. This priority encompasses a focused charge for the development of global and intercultural competence and increased understanding of leadership in a global context” (Andenoro et al., 2013, p. 25). According to the NLERA, this construct is indelibly linked to social change and specifically addresses systems-based and complexity-based leadership frameworks (p. 25). The authors acknowledge that “context matters.” And go on to say “this creates a renewed challenge and opportunity for leadership educators. The daunting task of managing the complicated landscape of global dynamics requires new levels of preparedness and leadership. Thus, leadership educators are called to meet this challenge by developing quality curricula to address the need for intercultural capacity and globalized perspectives in the future leaders of our organizations” (Andenoro et al., 2013, p. 26).

In order to meet the challenge of developing quality curricula it is important to first survey the existing literature. Several areas of the literature were explored in order to inform an understanding of the current state of global leadership: including attempts to

define and understand global leadership, which can shape our understanding of the concept; existing leadership theories, which inform leadership understanding everywhere; pertinent culture theory literature; several attempts to organize these into a framework for global leadership education; and, finally, applicable teaching theory that can inform the creation of global leadership curriculum, as seen in Figure 1.

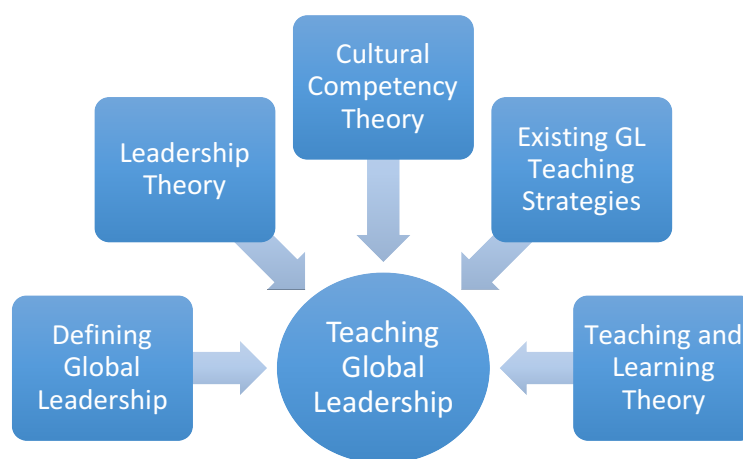


Figure 1. Applicable literature for teaching global leadership.

Given the ongoing development of scholarship and teaching strategies related to global leadership, this review will use existing literature to inform a definition that will be used throughout the study. The review will also explore relevant theories in leadership and cultural competency, and this will ultimately draw connections to the teaching of global leadership. Finally, it is important to consider how educators have begun to frame the teaching of global leadership to determine if an existing theory may satisfy the void that has been created (process vs. person), and assist in addressing the challenges.

Attempts to Define Global Leadership

There has been a significant upsurge of “global leadership” literature in the past decade, with most of it set in the business literature. However, much like leadership

theory there is very little consensus around a definition. Jokinen (2005) reviewed and discussed the terminology used in the international global leadership literature as one that is still missing agreement:

The research on global leadership competencies is characterized by missing consensus on concise definitions and classification of such fundamental terms as “global”, “management”, “leadership”, and “competency”. The term “global” is frequently used interchangeably with the terms “international”, “multinational” and “transnational” although distinction has been made between these terms (p. 201).

Mendenhall et al. (2008) indicated “Global leadership is an emerging field that seeks to understand and explain the impact of globalization processes on leadership” (p. 1). Some argue this is little more than culturally competent leadership. In their formative text *Global leadership: Research, practice and development* Mendenhall, et al. discussed the “problem of definition” as one idiosyncrasy that may be impossible to reconcile.

However, the variations in definitions, some might argue, could be a strength of the field.

Some question why it is necessary to have a shared understanding of the concept of global leadership. After all, leadership has survived decades without a common definition, and some even believe the discourse around the concept makes the field stronger. Holt and Seki (2012) argue convincingly for the importance around clarity of definition.

A shared mindset about global leadership is essential in shaping expectations as well as organizational culture. If senior executives responsible for running multi-country operations are the only ones viewed as “global leaders,” other people may not realize that this label applies to them as well and may miss opportunities

to engage in day-to-day global leadership thinking and behavior. And if people do not view key aspects of global leadership (e.g., multicultural effectiveness or navigating complexity) as part of their role, they may abdicate that responsibility to others (p. 199).

Consequently, the need for a common definition of global leadership is similar to the one that has been prevalent in the leadership literature for years, it is one of empowering leaders at every level to act in a global context. Finally, an operational definition is important for this research because I examined how global leadership is being taught and without an agreed upon definition this would have been difficult to examine. Table 1 includes several applicable definitions found in the literature. This is followed by a discussion of the various definitions listed.

Table 1

Global Leadership Definitions

Author(s)	Terminology and Definition
Mendenhall, Osland, Bird, Oddou, and Maznevski. (2008).	“ Global leaders are individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity” (p.17).
Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, and Stahl. (2013).	“The authors contributed a definition of Global Leadership that might serve as a reference point for other scholars: An individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow, and presence” (p.75).
Gill. (2012).	“ Global leadership ...One way to think about this is to conceptualize the relations between leaders and led, both within and across states, as depending upon and being shaped by the formation, perspectives, leadership and organization of historical blocs of social forces, including their ethical and political perspectives”(p.15).

Goldsmith, Greenberg, Robertson, and Hu-Chan (2005).	“Many qualities of effective [global] leadership characteristics...have emerged as clearly more important in the future: 1. Thinking globally 2. Appreciating cultural diversity 3. Developing technological savvy 4. Building partnerships and alliances 5. Sharing leadership” (p. 2).
House, Hanges, Dorfman, and Gupta. (2004).	“The essence of Global Leadership is the ability to influence people who are not like the leader and come from different cultural backgrounds...To succeed, global leaders need to have a global mindset, tolerate high levels of ambiguity, and show cultural adaptability and flexibility” (p. 85).
Brown, Whitaker, and Brungardt. (2012).	“ Global leaders are individuals who possess the knowledge, behaviors, and attitudes to lead positive change in the larger global context. These leaders will possess the skill set to facilitate change within their local civic and organizational surroundings and act in accordance to global social responsibility” (p. 214).

In reviewing the definitions above there are a few important distinctions that should be considered. It appears that “Global Leadership” is the preferred term, and is therefore utilized in this literature review. Also, there is a focus on the individual leader, even when the term utilized is leadership, and that focus typically takes the form of desired characteristics, abilities, and/or competencies. The challenge with this is that a leader-centric approach may not be appreciated in more collectivistic societies. While the descriptions outlined above provide some clarity, none of them quite get at the core of an all-inclusive definition. Brown, Whitaker, and Brungardt (2012) reviewed global leadership literature, when they proposed their definition of global leaders. “Individuals who possess the knowledge, behaviors, and attitudes to lead positive change in the larger global context. These leaders will possess the skill set to facilitate change within their local civic and organizational surroundings and act in accordance to global social responsibility” (p. 214). This definition is similar to the first definition proposed by Mendenhall, et al. before they changed their definition in their updated edition. In

addition, it is a bit more general and comprehensive than the others, included above, and it is change focused and mentions the morality aspect involved in global social responsibility. However, it still focuses on the leader and not on leadership as a process, and speaks to leading in a local context, which may or may not be the case.

Therefore, when defining global leader this study will utilize a revised version of Brown, Whitaker, and Brungardt's definition, by deleting "within their local civic and organizational surroundings," because it is applicable in the interdisciplinary setting of higher education and is the most comprehensive and best fitting example available. However, when defining global leadership, as a process, for this study, it is necessary to create a more comprehensive definition. Thus, after examining the definitions above, the definition proposed for this review is: Global leadership is a relational process of affecting change, through ethical and collaborative action, implemented within the complex and dynamic global context.

Applicable Leadership Theories

Trait and Behavior Theory

Trait & behavior theory has been the predominant way to approach global leadership in the popular global business literature (Goldsmith, Greenberg, Robertson, & Hu-Chan, 2005; House, Hanges, Dorfman, & Gupta, 2004; Black, Morrison & Gregerson, 1999). Trait theory allows leadership practitioners to generalize why "Great Leaders" had been effective, and while this theory gained momentum in the early to mid 1900s the theory actually started with Lao Tzu thousands of years ago. "The dominant line of research on leadership seems to have adhered to Carlyle's 'great man theory.' The focus has manifested in two main approaches: the trait approach and the behavior

approach” (Ayman, 2004, 149). Zaccaro, Kemp and Bader “define leader traits as relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organizational situations” (2004, p.104). These are relatively fixed characteristics.

Research on trait theory lasted for the entirety of the 20th century. The most comprehensive compilation of research on the theory was done by Stogdill (1948 & 1974), which analyzed almost 300 studies on traits and their interaction with leadership. Stogdill (1948) identified leadership on the basis of traits: something a leader had set them apart from their followers. Stogdill’s attributes were organized into six categories: 1. Intelligence and ability, 2. Physical characteristics, 3. Social background, 4. Personality, 5. Task-related characteristics, and 6. Social characteristics (Bass, 1990, p. 80). However, this is just one of many lists that exist in the literature surrounding leadership traits (for a more comprehensive list see Northouse, 2012, p. 19). Considering leadership as a combination of traits has many challenges, including that there seems to be no consensus around the traits that make a leader. In addition, since traits are relatively fixed, it implies that not all people can be leaders and that leaders are born, not made. This places the responsibility for affecting positive change on the few, not the many. Finally, the research demonstrated that traits were not a strong indicator of leadership ability. Stogdill (1948) himself stated, “A person does not become a leader by virtue of the possession of some combination of traits” (p. 64). This facilitated the transition as trait theory gave way to the behavioral approach. If leaders were not born, and they did not exhibit a fixed set of traits, maybe what set them apart was how they acted.

Behavioral theory, some refer to it as the skills approach, is also prevalent in the global leadership literature (Gundling, Hogan, & Gvirkovich, 2011; Hames, 2007; Rosen, Digh, Singer & Philips, 2000). Behavior, skills, and styles were the next logical step for many when trying to determine what makes a great leader, and the global business literature has continued this tradition by asking “How should a global leader act?” This evolution is from relatively fixed characteristics to behaviors and skills, which can be learned and developed. However, once again, this theory is leader-centered and does not take in to account the context in which the leader is operating. The progression of leadership theory’s next step was to examine the influence of situation and various contingencies, which may mitigate leadership.

Situational/Contingency Approach

The leadership theory advancement to include context, situational and contingency approaches, has had the most significant influence on global leadership. Understanding the context a global leader is operating in is of utmost importance. Avolio (2007) stated

Leadership theory and research has reached a point in its development at which it needs to move to the next level of integration—considering the dynamic interplay between leaders and followers, taking into account the prior, current, and emerging context—for continued progress to be made in advancing both the science and practice of leadership. (p. 25)

The significant consequence of context was one phenomenon that was not examined in early leadership research. Zaccaro and Klimoski (2001) stated, “Most theories of organizational leadership...are largely context free. For example, leadership is typically

considered without adequate regard for the structural contingencies that affect and moderate its conduct...Organizational leadership cannot be modeled effectively without attending to such considerations” (p. 12). The purpose of attending to the contingencies is to increase achievement in any setting, especially one that is unfamiliar to the leader. “All universal quests have ended in one point: Whether it is a leader’s trait or a behavior under consideration, its contribution to success depends on particular contingencies” (Ayman, 2004, 152).

Contingency theory models of leadership include Fiedler’s trait contingency model (1967), Vroom and Yetton’s normative contingency model (1973), House and Mitchell’s path–goal theory (1974), and Hersey and Blanchard’s situational theory (1969) (Zaccaro & Klimoski, 2001, p. 26). The above theories all examine contextual demands in leadership. Situational leadership posits that a leader’s attributes or behaviors can be mitigated by the situation, while contingency theory states that there are various exigencies, which can alter the effectiveness of a leader. Some contingencies include the leader’s gender, cultural context, interplay of a leader’s personal characteristics, etc. Both the situation and contingencies can have a significant impact in how a leader may function in various settings. Ayman (2004) stated,

It appears that the situation as a contingency or an intervening factor plays an important role. For example, it is possible that, in some cultures, leaders do not have the flexibility to express their personal values and beliefs because situational demands dictate their behavior. Situations provide restrictive norms that may allow for a full representation of an individual’s (i.e., a leader’s) behavioral choices. The significance of this is that leadership needs to be considered within a

context because the context influences how individuals (e.g., leaders) can behave” (Ayman, 2004, p. 166).

While contingency theory is of utmost importance in the global setting, there is an issue with what Bird Schoonhoven (1981) refers to as “lack of clarity.” In the article titled “Problems with contingency theory: Testing assumptions hidden within the language of contingency ‘theory’” Bird Schoonhoven discussed some of the model’s critiques.

There are several interrelated problems with contingency theory. First, contingency theory is not a theory at all, in the conventional sense of theory as a well-developed set of interrelated propositions. It is more an orienting strategy or meta-theory, suggesting ways in which a phenomenon ought to be conceptualized or an approach to the phenomenon ought to be explained. (p. 350).

In a global leadership setting it is important for a person attempting to affect positive change to understand the situational and contingency aspects which may affect how and when they attempt to enact leadership. How one might accomplish this is complex, just as the theory is. However, one aspect may be to read some of the global management research, like the GLOBE Study (House, Hanges, Dorfman & Gupta, 2004), to deeply understand the culture in which one may be trying to lead. In addition, research on the various contingencies, e.g. gender, and how they are viewed within the culture would be of assistance to the global leader.

Transformational/Transactional Leadership

Synthesizing context in to a leadership theory was the next logical step in the evolution of leadership theory. In *Leadership for the Twenty-First Century* Joseph Rost

(1993), in agreement with James McGregor Burns, said that we should not continue to confuse leaders with leadership, the person with the process. Burns' transformational leadership was the first theory that looked at the leader, follower, *and* context.

“Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization” (Bass & Riggio, 2006, p. 3). While this theory is now widely accepted in the United States that may not be the case everywhere in the world. This may influence the effectiveness of the application of transformational leadership globally.

Some countries still prescribe to the idea that management and leadership are the same process. Joseph Rost (1993) spoke of our tendency to “denigrate management in order to ennoble leadership...” Belittling the effective aspects of transactional leadership, such as contingent reward -- an effective aspect of transactional leadership where positive efforts are exchanged for a reward, in order to elevate the theory of transformational leadership. Understanding how the culture in which the global leader is practicing defines leadership, as well as what they expect from their followers, is an important aspect to practicing leadership in a global setting. How we understand and therefore practice leadership is influenced by leadership theory's western focus.

Leadership Theory's Western Focus

To reiterate an argument made in Chapter 1, leadership theory has a predominant western focus. Huber advised against making the assumption that leadership theory created in the west translated across cultures. “The caution here is to not make the assumption that leadership, as we know it in North America, is equally valued throughout

the world's cultures" (Huber, 2002, p. 28). And Perkins (2009) stated, "Traditional leadership theory and research courses do not adequately prepare students for cross-cultural leadership" (p. 72). These concerns have been addressed by some educators through combining cross-cultural theory with leadership theory in research like Hofstede's Cultural Dimensions, and the GLOBE Study, which are detailed below.

Cross-Cultural Theory

Hofstede's Cultural Dimensions

Global leadership has an inherent cross-cultural component and, therefore, a review of the applicable intercultural competence theories is also important. Andenoro, Popa, Bletscher and Albert, (2012) stipulated "For business, leadership, nonprofit management, agricultural development, anthropology, and in countless other disciplines, the need becomes paramount to develop intercultural competency in those that serve the diverse population of the world." Global leadership looks at the nexus between leadership and cross-culture theory. Dickson, Den Hartog, and Mitchelson (2003) stated "adding a cross-cultural component to the mix in leadership research makes the whole process even more complex. Without a workable framework to help narrow and guide cross-cultural leadership research, there is likely to be little coherence to the research being conducted" (p.731). They went on to say, "one way to approach the study of culture is through the identification and measurement of dimensions of culture, and several different typologies of societal cultural value orientations or culture dimensions have been developed" (p. 736). The cross-cultural framework that is most often applied is that of Hofstede's Cultural Dimensions, while his theory is not intended for analyzing leadership it will be included here as it is prevalent in the literature.

In the 1980's Geert Hofstede created his classifications of culture retroactively from more than 115,000 surveys of IBM employees in 50 countries. He developed five basic cultural dimensions: power distance, uncertainty avoidance, individualism vs. collectivism, masculinity and femininity, and time orientation. Later he added a sixth dimension called indulgence versus self-restraint. Table 2 provides definitions for each of the constructs.

Table 2

*Hofstede's Dimensions**

Dimension	Description
Power Distance	The extent to which people accept unequal distribution of power.
Uncertainty Avoidance	The extent to which the culture tolerates ambiguity and uncertainty.
Individualism vs. Collectivism	The extent to which individuals or a closely-knit social structure, such as the extended family (collectivism), are the basis for social systems.
Masculinity (and Femininity)	Masculinity stands for a society in which social gender roles are clearly distinct. Femininity stands for a society in which social gender roles overlap: Both men and women are supposed to be modest, tender, and concerned with the quality of life.
Time Orientation (Long Term Orientation)	The extent to which people focus their efforts on past, present, or future.
Indulgence vs. Restraining	The extent to which the gratification versus control of basic human desires related to enjoying life.

*Amended from Hofstede (2002).

Hofstede's cultural dimensions allow for generalizations about a specific society. For example, countries with a low power distance are more collaborative and democratic in their work styles. However, Dickson, Den Hartog, and Mitchelson (2003) stated "though [many] focused on Hofstede's dimensions because of their prominence in the cross-cultural leadership literature, it is important to remember that there remains some disagreement about the dimensionality of culture" (p. 737). In addition, Hofstede's work has a number of criticisms including that his study was conducted at one company over 50 years ago, that the study was not conducted to develop dimensions but rather he added the interpretation later, he overly simplifies the complex phenomena of culture, and, finally, it does not take in to account that a culture can evolve over time.

While Hofstede's work brings with it a great deal of criticism it was employed to develop some seminal works in the global business field. One such example is the GLOBE (Global Leadership and Organizational Behavior Effectiveness) study. The GLOBE study examined leadership in 61 societies around the world utilizing nine dimensions, which were developed utilizing Hofstede and other existing cultural research, and it is one of the most comprehensive global leadership studies ever conducted. By comparing Table 3 to Hofstede's cultural dimensions one will recognize that some are direct correlations.

Table 3

GLOBE Culture Construct Definitions

Dimension	Construct Definitions
Power Distance	The degree to which members of a collective expect power to be distributed equally.
Uncertainty Avoidance	The extent to which a society, organization, or group relies on social norms, rules, and procedures to alleviate unpredictability of future events.
Humane Orientation	The degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others
Collectivism I (Societal)	The degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.
Collectivism II (In-Group)	The degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families.
Assertiveness	The degree to which individuals are assertive, confrontational and aggressive in their relationships with others
Gender Egalitarianism	The degree to which a collective minimizes gender inequality
Future Orientation	The extent to which individuals engage in future-oriented behaviors such as delaying gratification, planning, and investing in the future.
Performance Orientation	The degree to which a collective encourages and rewards group members for performance improvement and excellence.

House, Javidan, Hanges & Dorfman, 2002, p. 6

The GLOBE study has criticisms of its own, some of which were leveled by Hofstede (2006). These criticisms include that the GLOBE study utilized Hofstede's model to measure national culture, which is intricate and culture does not necessarily follow national borders. In addition, the GLOBE measures of values are considered too abstract, and some believe their management examples are not valid for studying leadership. Finally, data collection occurred almost 20 years ago and has not been replicated. While the GLOBE study has its critics, it remains the most comprehensive study of management around the world. Hofstede and the GLOBE study attempted to create an understanding of culture. Another method to approach cross-cultural theory is to understand how an individual develops cultural competency.

Process Model of Intercultural Competence

One model, which attempts to clarify cultural competency is the Process Model of Intercultural Competence. Deardorff (2006) attempted to identify capacities for assessing intercultural competence, by surveying intercultural scholars from across the nation. Scholars were asked to rate inter-cultural competence elements, and then the researcher determined three elements based on those ratings, they were

[The] ability to communicate effectively and appropriately in intercultural situations based on one's inter-cultural knowledge, skills, and attitudes; (b) ability to shift frame of reference appropriately and adapt behavior to cultural context; and (c) ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization. (p. 256)

Figure 2 depicts the process model of intercultural competence. When reading the

diagram, begin with attitudes and move from individual level, which includes attitudes, to the interaction level, which details outcomes. According to this model, the level of intercultural competence depends on the degree of attitudes, knowledge/comprehension, and skills attained (Deardorff, 2006. p. 256).

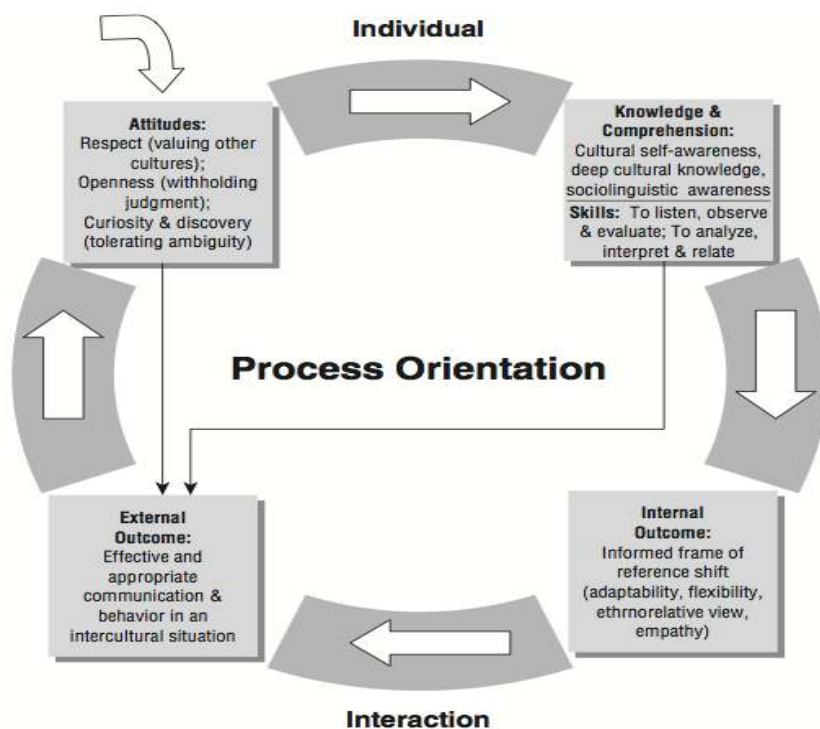


Figure 2. Process Model of Intercultural Competence.

For example, how much one values other cultures influences their awareness of them and this, in turn, creates a more ethno-relative view, which allows for appropriate behaviors in intercultural situations. This study was significant in the consensus that was achieved with scholars from across the nation. However, the findings were compiled from the responses of scholars and administrators from across the nation on a questionnaire, therefore there seemed to be no measure of effectiveness other than the perception of the participating institution. Nevertheless, this model has been cited often in the global

business/leadership literature (Holt & Seki, 2012, Mendenhall, Osland, Bird, Oddou & Maznevski, 2008, etc.) and will therefore be included here.

Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1993) is another cross-cultural theory utilized by the global business literature. However, this approach examines *how* individuals can develop global competence, instead of simply examining the differences that exist in a context (Hofstede's model) or how one behaves in an intercultural situation (Process Model). Bennett (1993) portrayed people as progressing through six stages of intercultural development. The development is through three "ethnocentric phases" of denial of differences, defense against difference, and minimization of differences: to three "ethno-relative phases" of acceptance of difference, adaptation to difference, and integration of difference while developing intercultural sensitivity (p. 111).

Bennett's model was then utilized to examine three facets of developing global competency: attitudes, knowledge, and skills. Li (2013) operationalized Bennett's concepts of attitudes, knowledge, and skills. He defined attitudes as "one's positive approach toward cultural differences and a willingness to engage those differences" (Li, 2013, p. 130). Knowledge was described as "the understanding of history, geography, economic, political, and other issues related to one's own and a foreign culture, which provides background and context to new cultures so that one can think critically and creatively about complex international challenges" (Li, 2013, p. 130). And skills were demarcated as "a broad range of personal capabilities to collect and process information in a cross-cultural environment, through either interpersonal communication or research

of secondary sources” (Li, 2013, p. 131). Bennett’s model was employed to develop the Intercultural Development Inventory (IDI), which can be used as a measure of an individual’s outlook regarding cultural differences, which some utilize to predict an individual’s capacity for cultural competency.

Bennett’s model has been widely used, not only to learn about the cultural competency process, but also utilizing the IDI to measure the mindsets of possible global leaders. Bennett’s model can be used to understand what composes cultural competency, as well as it provides a framework for capacities on which global leaders can endeavor to achieve. However, some criticisms of both the IDI and the DMIS do exist. Some believe there is evidence of a stage beyond ethno-relativism, and yet the DMIS does not account for one. In addition, criticisms of the IDI include how the instrument is constructed, in that it asks participants to compare their dominant cultural group with to one they have not had a lot of contact with. How people define their cultural group can vary from race, ethnicity, religious affiliation, etc., which can create variance among respondents. In addition, the assessment is difficult for non-standard English speaking participants to understand. If it were to be utilized in a global context for non-standard English speakers, alterations would need to be made. An understanding of cross-cultural theory, as well as leadership theory, and definitions of global leader/leadership are important steps to begin teaching global leadership to undergraduate students. Some educational approaches to global leadership have already been crafted and are detailed in the next section.

Approaches to Teaching Global Leadership

Referring back to Figure 3, the final aspect of reviewing literature applicable to global leadership is to survey the current approaches to teaching global leadership. In

examining the literature for this review, some of the recent work on global leadership is an attempt to reconcile leadership theory, cross-cultural theory, and the business focused global leadership literature into various approaches to teaching global leadership, all models for teaching global leadership that could be found are included. This has been done in a number of ways from creating operational frameworks to addressing the applicable competencies needed for global leadership. Some of these approaches are detailed in the following portions of the review.

Existing Global Leadership Frameworks

Two significant literature reviews have been conducted of the global leadership literature in order to organize global leadership development into a framework. These literature reviews have resulted in the authors, Perkins, 2009, and Mendenhall, Osland, Bird, Oddou and Maznevski, 2008, proposing frameworks for global leadership development, though not necessarily global leadership education. These frameworks are described below, along with descriptions of Jokinen's competency review (2005) and cognitive approaches (Fiedler & Garcia, 1987), as they help shape how global leadership is operationalized for this study on teaching global leadership.

Global Leadership-Learning Pyramid

Perkins (2009) attempted to integrate global leadership into a framework that was called the Global Leadership-Learning Pyramid, which also took into account the limitations of western leadership theory discussed in the first chapter. The Global Leadership-Learning Pyramid "builds" as the students move through Issues of Globalization, Historical/Cultural influences including Hofstede's model and the GLOBE Study, an examination of Western Theory Premises, to understanding the Limitations of

Western Theory, and finally understanding how Cultural Patterns and Theory Adaptation applies to project implementation (Perkins, 2009, p. 74).

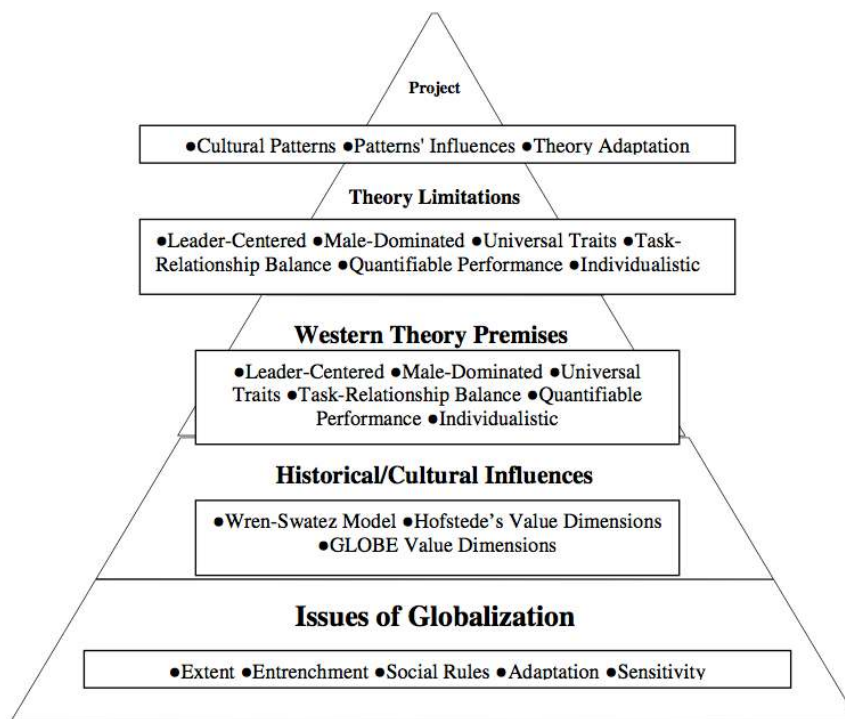


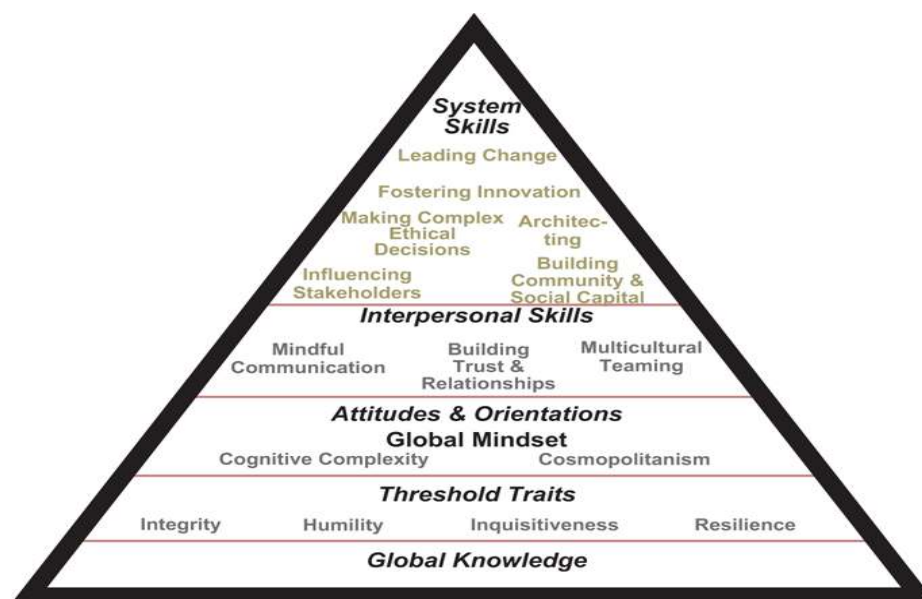
Figure 3. Global Leadership-Learning Pyramid.

While this framework is a start, it is somewhat limiting. Firstly, some dislike the idea of a pyramid model due to the assumption that each level builds on the next. Additionally, this model examines leadership theory separate from cultural theory and does not seem to account for leadership theories like situational or contingency models (Ayman, 2004), or more contemporary approaches like the social change model (Komives & Wagner, 2012). These more modern theories examine leadership as a process and begin to move away from the trait/leader-centered approach, so failing to cover these theories and how leadership has evolved only gives students half the leadership picture. Finally, one criticism of global leadership is that it is nothing more than culturally competent leadership, and this model seems to reinforce that idea instead

of expanding to a deeper understanding of dynamic cultural contexts and leadership.

The Pyramid Model of Global Leadership

Another framework for global leadership was initially developed using a modified Delphi technique with a team of international management scholars and was adapted by Osland through a global leadership literature review in *Global leadership: Research, practice and development* by Mendenhall, Osland, Bird, Oddou and Maznevski (2008, p. 57). Their model is also in the shape of a pyramid and includes traits, attitudes, and skills. They note that they use a pyramid “to reflect the assumption that global leaders have certain threshold knowledge and traits that serve as a base for higher-level competencies” (p. 67). The base of their pyramid starts with global knowledge, moves onto needed threshold traits of the global leader (integrity, humility, inquisitiveness, and resilience), then looks at needed attitudes and orientations, interpersonal skills, including mindful communication, and system skills.



Sources: Adapted from Bird & Osland (2004); Osland (2008)

Figure 4. The Pyramid Model of Global Leadership.

Bird and Osland's framework is comprehensive covering varying aspects of personal development for the global leader. However, this is an instance where global leaders and leadership are used interchangeably. Once again, the pyramid model can assume that each step must build on the previous. Also, in Bird and Osland's framework knowledge must come before traits, however some would argue that traits develop early in life and are somewhat stable (Northouse, 2012, and Zaccaro, Kemp, & Bader, 2004). While traits are not learned, competencies are, and that is the leader-centric approach many others have taken when addressing global leadership. In addition, they do not address any connection to leadership theory, beyond the inclusion of interpersonal skills, which is focused on leader competencies instead of action oriented leadership, and "Systems Skills," an aspect of leadership, but the focus is on management skills like "influence stakeholders." Furthermore, they include threshold traits, aspects that cannot be learned, and like trait leadership theory this signifies that some aspects of global leadership cannot be learned. "It was believed that people were born with these traits, and that only "great" people possess them" (Northouse, 2015, p. 20). The trait approach "is not a useful approach for the training and development for leadership...teaching new traits is not an easy process because traits are not easily changed" (Northouse, 2015, p. 32). In order to move away from the pyramid model some scholars prefer simply looking at competencies global leaders need to have in order to be effective.

Global Leadership Competencies

Another approach to global leadership education is to look at what competencies a global leader needs to develop, and then work on ways to cultivate those competencies. Jokinen (2005) stated,

Global leadership competencies are seen as those universal qualities that enable individuals to perform their job outside their own national as well as organizational culture, no matter what their educational or ethnical background is, what functional area their job description represents, or what organization they come from. (p. 201)

Jokinen reviewed the literature in the area of global leadership competencies. For an extensive summary that includes Srinivas' "components of global mindset" (1995), Rhinesmith's "six characteristics of global mindset" (1996), and Caligiuri and Di Santo's "developmental dimensions for global leadership programs" (2001), see Jokinen (2005, p. 204). These synopses are not included here because Jokinen organized the determined outcomes into a functional structure of global leadership competencies, which provides a satisfactory overview. They were organized in to three main categories; core of global leadership competencies (including self-awareness, engagement in personal transformation, and inquisitiveness), desired mental characteristics of global leaders (including optimism, self-regulation, social judgment skills, empathy, motivation to work in international environment, cognitive skills, and acceptance of complexity and its contradictions), and desired behavioral competencies of global leaders (including social skills, networking skills, and knowledge) (Jokinen, 2005, p. 204). This extensive review of the proficiencies needed for global leadership demonstrates the tendency of scholars to attempt to understand global leadership through the use of competencies. This tendency has led some to recognize global leadership potential through cultural intelligence. Kim & Dyne (2012) stated,

Cultural intelligence reflects capabilities that are specifically relevant to situations

involving cultural diversity. This includes the capability to observe and interpret novel cultural interactions; understand how cultures are similar and different; direct energy toward learning about and persisting in new cultures even when situations are stressful; and being socially adept across cultural settings. (p. 278)

Cultural intelligence is one outcome many universities desire when they work to infuse global leadership into their curriculum (Andenoro et al., 2013, p. 26). Cultural intelligence does not examine the potential global leadership context(s) as a dynamic, complex aspect of the leadership equation. Finally, the Jokinen competencies model is one of the most tested and can apply across sectors, however it does not necessarily address the incorporation of leadership as an activity.

Psychological Approach to Developing Global Leaders

Another approach specific to teaching global leadership, published by Holt and Seki (2012), address the cognitive and integrative issues that are difficult in global leadership. The authors spoke about global leadership as development that goes beyond simply adding competencies. They stated,

Being an effective global leader requires more than adding a new competency or two. Rather, the transition will require several major developmental shifts for leaders: (a) developing multicultural effectiveness (MCE), (b) becoming adept at managing paradoxes associated with global work, (c) cultivating the “being” dimension of human experience, and (d) appreciating individual uniqueness in the context of cultural differences. (p. 197)

In Table 4 Holt and Seki outline a skills approach to some of the various ways businesses choose to develop these complex cognitive proficiencies in global leaders.

Table 4

Common Ways to Develop Global Leaders

Common Practice	Description of Practice to Develop Global Leaders
Experience	Learning on the fly, hardships, trial and error, making mistakes, sink or swim
Assignments	International assignments, multicultural team assignments, exchange programs
Project Teams	Global virtual team membership, task forces, action learning groups, project work
Training	Intercultural communication training, global leadership development programs, language training, negotiation and conflict resolution training, skills training, interactive cases
Coaching	Mentoring, feedback, executive coaching, cultural guides, role models
Assessment	360 feedback on global leadership assessments, cross-cultural assessments
Networking	Participating in multicultural associations, attending annual global leadership conferences, staying connected via VOIP/Skype, social learning
Personal development plans	[Participants create a leadership development plan]

Holt & Seki, 2012, p. 212

While this is a comprehensive list, it is once again situated in a business training and development environment. However, attempts could be made to adapt it to an undergraduate curricular leadership program. Although this list could be used for developing leaders in any setting, undergraduate students may not have the same opportunities of those working in a global business setting.

Existing Global Leadership Curriculums

Learning Outcomes Model

Whereas global leadership frameworks are abundant in the global business literature, finding potential curriculum for teaching undergraduate leadership students is a

bit more problematic. While reviewing the literature two were discovered, one is a learning outcomes model and the other a process of creating global leadership development plans. The Brown, Whitaker, & Brungardt (2012) study, which reviewed global leadership theory and then proposed learning objectives for leadership education, is one framework for global leadership curriculum utilized at Fort Hays State University in Kansas.

The following learning outcomes have been identified in the proposed framework to prepare leadership students for a global society and marketplace and its significance in global leadership education and developing the next generation of global leaders.

1. Understand Global Issues Affecting Our Current and Future World
2. Understand and Have a Commitment to Cultural Sensitivity and Inclusion
3. Possess the Knowledge and Skills to Successfully Work in the Complex Political, Economic, and Civil Society Global Environments
4. Exhibit the Knowledge and Skills to Practice Leadership and Create Positive Change in the Global Environment
5. Possess a Commitment to Social Responsibility and Leadership for the Common Good Worldwide (p. 216)

This is one example framework, which exists in undergraduate leadership education, and could be used to develop curriculum into existing courses. The authors offer specific learning objectives, which are prevalent and needed in order to assess efficacy properly, something most higher education institutions are concerned with especially during times of limited budgets. While what the authors outline are only learning objectives, it is just one rare example of how global leadership is being taught in higher education.

Nevertheless, the authors do not provide additional information about the practical application of the learning objectives, and the framework does not seem to have been tested for effectiveness.

Global Mindset Curriculum

Another framework for teaching global leadership was offered in the Handbook for Teaching Leadership by Mansour Javidan, one of the authors of the GLOBE study, is based around his research in developing the Global Mindset. The Global Mindset Project began in 2004 at the Thunderbird School for Global Management, and the group was tasked with identifying the attributes and elements of a global mindset. They determined the global mindset included 9 elements, detailed in Figure 5.



Figure 5. Global Mindset

The global mindset is divided into three capitals: intellectual, psychological, and social. Javidan indicated,

In teaching global leadership we need to achieve four major objectives: 1) to understand the concepts and elements of global leadership, global mindset, and their relevance and importance. 2) To present methods and ways of improving the

nine elements of global mindset. 3) To achieve double-loop learning. 4) To enhance the participants' self-efficacy as a global leader. (2012, p. 69)

Javidan goes on to detail a program he has designed for MBA students. The curriculum has 6 parts:

- Part 1. Consequences of a low global mindset
 - Part 2. Debrief on Global Mindset Inventory Results
 - Part 3. Managerial Application of Global Mindset
 - Part 4. Teaching Intellectual Capital, using the GLOBE Study as a framework.
 - Part 5. Teaching Psychological Capital, through individual and group coaching and experiential learning.
 - Part 6. Teaching Social Capital, using experiential opportunities and feedback.
- (Javidan, 2012, p. 70-74).

Javidan's curriculum is one of the more extensive frameworks that has been created for global leadership education. However, it still has its challenges, including it is leader-centric and management focused. Javidan does acknowledge the need for leaders looking to develop global leadership "to engage in non-business activities and environments to enhance their cognitive complexity" (p. 75). Finally, this has been created for MBA students and would need to be adapted for undergraduate interdisciplinary students.

Global Leadership Development Plans

The final curriculum for teaching global leadership that was located in the literature is one that is coupled with travel, which is one way some institutions are teaching global leadership. The project asked students to create a Global Leadership Development Plan (GLDP), execute it in a global setting, then following experiential learning the students reflected on their learning and created a "forward-thinking" Future

Leadership Development Plan in order for the students to see global leadership development as a lifelong process (Niehaus, O'Rourke, & Ostick, 2012, p. 118). The authors stated they had three assumptions when creating the assignment:

First, we recognized that students all came to our classrooms with different strengths, weaknesses, and life experiences. As such, the global leadership competencies that needed to be developed would vary from person to person. We wanted to create a way to individualize the learning outcomes for each individual student. Second, we believed that experiential learning was necessary for leadership development in general, and particularly important in global leadership development. Finally, we believed that what students learn from an educational opportunity is directly related to the extent to which they are invested in that opportunity. (Niehaus, O'Rourke, & Ostick, 2012, p. 118)

This project is a noteworthy contribution to the teaching of global leadership because it is geared specifically towards undergraduates and could be implemented in both a travel based class as well as a campus based program that includes an engagement component. However, while the project is a start, it is not a comprehensive curriculum for teaching global leadership, just one assignment, but could be a core aspect to some curriculum. In addition to the frameworks detailed above, global leadership education could utilize some models being used in general leadership education, these are detailed below.

Learning Models from General Leadership Education

In the first issue of the *Journal of Leadership Education*, Huber argued for the importance for leadership educators to create active learning environments that can prepare leaders for our dynamic world (Huber, 2002). Ganz and Lin agreed stating, "If

we are to teach leadership as practice, we must create conditions in which leadership can be practiced” (2012, p. 355). And Odom, Ho, and Moore stated, “To meet the expectations of students and the demands for future leaders of change, the leadership classroom has become a hybrid environment that provides opportunities for students to learn leadership and then apply their knowledge through experiential activities” (2014, p. 154). While all authors above were speaking to general leadership education, several of the global leadership education curriculums described above use experiential learning. In addition to experiential learning, other common active learning approaches in leadership education include Problem-Based Learning and Transformative learning. All three could be additive for global leadership education, and will therefore be detailed here.

Experiential Learning. Experiential learning theory was developed using the work of several significant twentieth century human learning and development scholars: notably Dewey, Lewin, Piaget, Jung, Rogers and others. Their research was used to develop a holistic model of the experiential learning process and a multi-linear model of adult development, which was first conceived by Kolb in 1984. According to Kolb and Kolb (2006), the four-phase learning cycle of experiential learning theory begins with a concrete experience (CE), which serves as the basis for observation and reflection (RO). After observation and reflection, the learner makes an abstract conceptualization (AC), which the learned uses to form into active experimentation (AE). AE both completes the cycle of learning and ensures that it starts over again with the creation of new CE experiences.

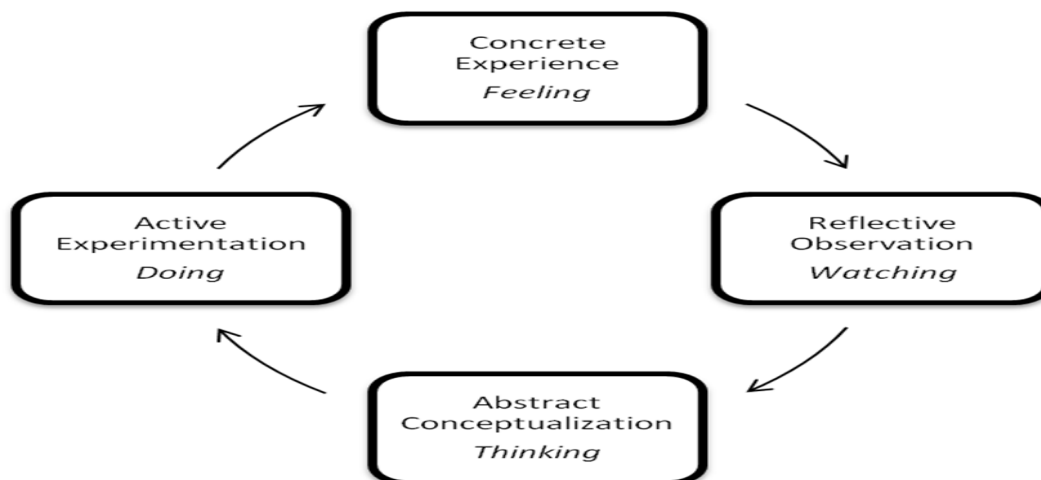


Figure 6. Kolb's Experiential Learning Model (Kolb & Kolb, 2006).

While experiential learning has been used in general leadership education (Wren, 1995, Eich, 2008, and Jenkins, 2012), Yamazaki, and Kayes, 2004, argued for experiential learning to be used by global leaders while in cross cultural situations. “Expatriates often learn to manage across-cultures without formal training or education in cross-cultural skills...cross-cultural learning fits naturally under the more general category of experiential learning (Boyatzis & Kolb, 1991; Kolb, 1984; Kolb & Wolfe, 1981)” (p. 3). While global leadership education would hope to change the fact that individuals may be managing across cultures without formal education, the learning processes up to this point could be helpful in shaping future curriculum where experiential learning could be employed.

Problem-Based Learning. Another common aspect of curriculum used for general leadership education is Problem-Based Learning (PBL). Torp and Sage (2002) described PBL as “focused, experiential learning organized around the investigation and resolution of messy, real-world problems” (p. 15). In addition, they describe PBL students as “engaged problem solvers, seeking to identify the root problem and the

conditions needed for a good solution and in the process becoming self-directed learners” (p. 16). Problem-based learning is used in curriculum from elementary schools to medical schools (Duch, Groh, and Allen, 2001), and the goals equate to what educators hope to accomplish in leadership education (Adenoro, et. Al., 2013). “PBL is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” (Savery, 2015, p. 12), all of which we hope leadership students are able to achieve through their education. Duch, Groh, and Allen (2001) described the skills developed through PBL as, the ability to think critically, analyze and solve complex, real-world problems, to work cooperatively, and to demonstrate effective communication skills; all skills included in leadership development. While no specific study was found to link PBL to global leadership education, PBL could be additive to the teaching of global leadership.

Transformative Learning. In 1990, Mezirow first introduced Transformative Learning, another practice used in leadership education, which is the process of effecting change in a frame of reference through critical self-reflection. Mezirow defined transformative learning as “the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action” (Mezirow, 1990, p. 1). Global leadership educators need to understand the significance of critical reflective practices with regards to leadership development. “Reflection combined with high-impact practices in leadership education has the potential to enhance students’ leadership development” (Burbank, Odom, & M’Randa, 2015, p.184). Transformative learning helps us evaluate our own thought processes, our

perspectives, and the aspects of our lives that may have shaped them (Christie, Carey, Robertson, & Grainger, 2015, p. 22). This critical perspective is needed when leadership students begin to examine their own culture.

Kahn and Agnew examined how transformative learning could impact global learning, and their own beliefs and biases:

For transformative learning to occur, individuals need to shift away from their own conventions and change their frames of reference through critical reflection that leads to new ways of knowing. This is why global learning requires the deliberate design of student learning experiences that deeply explore biases, values, and beliefs. 2015, p. 4.

Utilizing transformative learning is one tool that could be used for teaching global leadership. Specifically, facilitating critical self-reflection in order to examine culture, and the impact on values, attitudes, and behaviors, which are tied to leadership.

Experiential learning, problem-based learning, and transformative learning are all learning methods used in general leadership education, which can be tailored to teach global leadership. The importance of empowering learners to critically self-reflect, integrate theory and practice, and apply knowledge towards “wicked” problems are all important aspects for teaching global leadership students. Wren (2001) contended “the unique nature of leadership requires its study to be a combination of intellectual inquiry, behavioral innovation, and practical application” (p. 5). This especially holds true for global leadership education, and all aspects were integrated into the framework designed, using the existing literature, and used for this study.

Model Used for This Study

There is a significant amount of global leadership work done in the management literature, that literature was utilized for developing the initial model for the study and then it was adapted to fill in a couple “gaps” perceived by the researcher. In the GLOBE study House, Javidan, Hanges and Dorfman indicated that, “Besides practical needs, there are important reasons to examine the impact of culture on leadership. There is a need for leadership and organizational theories that transcend cultures to understand what works and what does not work in different cultural settings” (2001, p. 490). In his book *Learning to Lead*, Jay Conger (1992) offers four primary approaches to leadership development. The four primary approaches to leadership development, according to Conger, are personal growth, conceptual understanding, feedback, and skill building, all of which have been incorporated into my Teaching Global Leadership model, based on the existing literature and research. In addition, while surveying the literature related to global leadership, as it currently exists, several relevant themes emerge including the four major components a global *leader* needs: knowledge, skills, characteristics, and action. In addition, this model also offers the other, more expansive, aspects of the *process* of global *leadership*: followers, and cultural context. These are graphically demonstrated in the Figures 7 and 8.



Figure 7. Global Leader Model.

$$\text{Leadership (the process)} = \text{Leader(s)} * \text{Followers} * \text{Context}$$

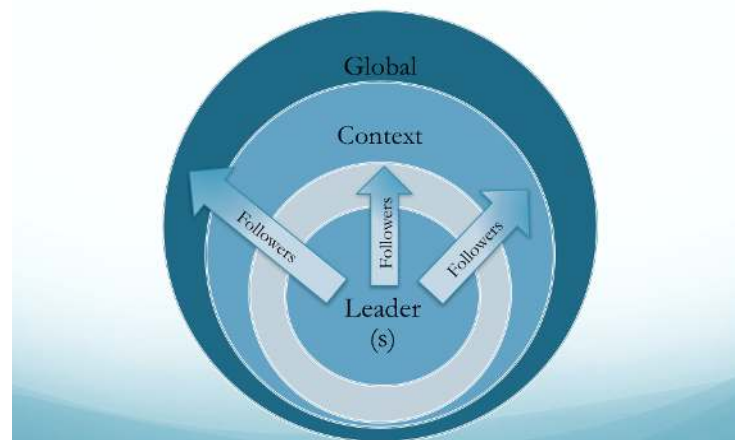


Figure 8. Global Leadership as a Process.

The Global Leader (The Person)

Knowledge

The global leadership literature indicates a need for increased knowledge for global leaders in a number of spheres. Jokinen indicates the importance of global knowledge (2005), to create an understanding of the current dynamics at play within and between countries. Others address the need to have cultural knowledge, which is often defined as national culture (Hofstede & Hofstede, 2004, and House, Hanges, Dorfman &

Gupta, 2004). Leadership knowledge is also a priority (Yukl, 2006), specifically including theories like the transformational leadership (Bass & Riggio, 2006) and situational and contingency theories (Muczyk & Holt, 2008). Finally, the literature specifies the importance of self and technical knowledge for global leaders (Bikson, et al 2003, and Goldsmith, et al 2003).

Skills

In addition to greater knowledge, the literature also includes skills needed by global leaders. Cultural competence (Bennett & Bennett, 2004) is a significant skill needed for global leaders, when working with followers. It has various terminologies within the literature including, but not limited to, intercultural competence, global mindset, cultural intelligence, and global competence. Emotional intelligence has also been mentioned in the literature as a skill needed for exercising effective global leadership, and is often referred to as global emotional intelligence (Rhinesmith, 2003). Cross-cultural communication has long been a desired skill for global leaders as evidenced by the respected work of Trompenaars and Ting-Toomey (Trompenaars, & Hampden-Turner, 1998, and Gudykunst, Ting-Toomey, & Chua, 1988). Cross-cultural communication is defined as “a conscious awareness of contextual, cultural, and individual differences and the way in which these differences influence” communication (Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, & Stahl, 2008, p. 92). Context/systems thinking is mentioned in the later global leadership literature (Bird & Osland 2004), and allows a global leader to see patterns and complexities in the context and systems they are functioning within. Finally, Bennett’s Developmental Model of Intercultural Sensitivity includes an aspect called cultural empathy, where one attempts to

take the perspective of another culture, moving beyond simply understanding how the culture may be different (Bennett, 1998). This is emerging as a skill for successful global leaders.

Characteristics

Beyond knowledge and skills, some of the literature argues for traits or characteristics global leaders need to have in order to be successful. Traits are relatively constant and some would argue should be used as screening criteria for global leaders (Mendenhall, et al, 2008, and McCall & Hollenbeck, 2002). Others refer to these “traits” as characteristics, knowing some develop them naturally, but they do have some room for growth. The characteristics most consistently mentioned when examining global leadership are humility, curiosity, open-mindedness, flexibility and resilience, and integrity (Jokinen, 2005, Moro Bueno & Tubbs, 2004, and Bird & Osland, 2004). This study will examine global leadership development for undergraduate students through the lens of leadership education. Therefore, the study will include an examination if and how global leadership characteristics are developed.

Action

The the final quadrant of the “Global Leader” aspect of my Teaching Global Leadership model, is action. The literature leading up to this point is important in global leader development, but alone does not address how the global leader is able to translate their knowledge, skills, and characteristics to action. Often leadership is defined as the ability to make change (Kotter, 1995), and this area of the literature includes how global leaders are able to lead change processes in a culture other than their own (Brake, 1997). Finally, a new development in the global leadership literature is connecting the concept

of mindfulness as a capacity that would be helpful while leading in a global context. “Mindfulness is conceptualized as a multifaceted construct with five constituents: observing, describing, acting with awareness, non-judging of experience and non-reactivity to inner experience” (Chandwani, Agrawal, & Kedia, 2013, p.3), all of which would be helpful for a global leader acting in a complex and dynamic cultural context. Lilley, Barker, and Harris did a study that examined the process of global citizen learning and the student mind-set and found that “The facilitators of change are discussed through *out of the comfort zone, interpersonal encounters, interpersonal relationships, and the cosmopolitan role model*. To informants and students, *out of the comfort zone* was recognized as the fundamental facilitator of “change,” and it applied to any disorienting situation that creates a sense of uncertainty, personal discomfort, or dilemma” (2014, p. 233).

Global Leadership (The Process)

The other element in the model developed and used for this study is “Global Leadership (the process)”. While the development of the global leader through the four areas indicated in the literature; knowledge, skills, characteristics, and action, is an important start, but one should look at the more comprehensive *process* of leadership. The two aspects that seem to be lacking from the existing global leadership literature, or need to be more explicitly examined, are those of the role of followers and how to develop an understanding of complex, dynamic contexts and nested cultures (global, cultural, organizational, etc.). Almost 10 years ago Avolio identified the need for including followers and context in leadership theory and research. “Leadership theory and research has reached a point in its development at which it needs to move to the next

level of integration—considering the dynamic interplay between leaders and followers, taking into account the prior, current, and emerging context—for continued progress to be made in advancing both the science and practice of leadership.” (Avolio, 2007, p. 25). This more inclusive, less leader-centric, approach is significant in global leadership where the context is consequential in the leadership process.

Howell and Shamir (2005) established that “followers also play a more active role in constructing the leadership relationship, empowering the leader and influencing his or her behavior, and ultimately determining the consequences of the leadership relationship” (p. 97). In a global setting when this interaction often occurs cross-culturally, there is a need to also include context. Avolio argued for the need to integrate culture as a contextual factor, “The emerging field of cross-cultural leadership research has underscored the importance of examining how the inclusion of the context in models of leadership may alter how what constitutes effective or desirable leadership is operationally defined, measured, and interpreted” (Avolio, 2007, p. 28). Ultimately the greater leadership process, including followers and context, needs to be more explicitly examined and thus was included in my model and will therefore be included in this study.

Conclusion

The existing teaching global leadership literature includes extensive contributions from the management literature, some current leadership theories, existing cross-cultural theories, and some attempts to create frameworks, models, and curriculum. All of the above were used to inform this study. In addition, they were organized, adapted, and added to in order to create a model for this study.

CHAPTER 3: METHODOLOGY

Introduction

There is a real need to determine how global leadership is being taught at colleges and universities in the United States, as well as what has proven effective, and if institutions are measuring effectiveness at all. This study used a mixed-method Explanatory Sequential Design (Creswell & Plano Clark, 2011) that included an initial mixed methods quantitative & qualitative survey, which helped to determine participants for the follow-up qualitative aspect of the study. The initial survey was utilized to gather data from as many participants as possible in order to better understand if global leadership was being taught in leadership education programs and what content was being taught under the auspices of global leadership education. After the initial data collection was completed qualitative follow-up interviews were conducted with representatives from three programs, to better understand how “success” was being measured, beyond satisfaction based course evaluations, and garner some possible “best practices” for future development of global leadership education.

Phase 1 - Survey

Rationale for Survey Methodology

Survey research was identified as the appropriate methodology for this study for two reasons. First, this study was seeking to understand how people teach global leadership. Survey methodology was an effective means for capturing this data because it effectively reached many people quickly (n=201), and gathered significant amounts of information (Dillman, Smyth, & Christian, 2009). Secondly, the research questions attempted to understand an aspect of leadership education that has never been

systematically studied, which was if global leadership was being taught to undergraduate students from a number of perspectives – not simply increasing global knowledge (clarified below in the operationalizing the construct section). Therefore, survey methodology was appropriate because it had the ability to capture and assess many variables by numerous respondents. The development of a multi-item scale was used to capture the many dimensions that have already been mentioned in the literature in reference to global leaders. In addition, the scale was used to better understand the many ways to teach global leadership using knowledge, skills, characteristics, action, followers, and cultural context, which also enables the measurement of the dimensions quantitatively.

Participants

The participants for this study were instructors teaching in Undergraduate Leadership Majors, Minors, and Academic Certificates across the United States. Participants from Leadership Majors/Minors/Certificates were selected, because they were more likely to be teaching leadership with greater depth than instructors from colleges and universities who simply offer the occasional leadership course. These schools were also a quantifiable group and provided a cross-section of institutional types and mission. The researcher determined the sample by starting with the existing leadership education lists on the International Leadership Association and the National Clearing House for Leadership Programs websites. These lists were then expanded and edited through a comprehensive, intentional internet search of all undergraduate curricular leadership programs, creating a final list of 201 institutions who were sent the survey. When possible, the survey was directed to the person listed as instructing global

leadership and/or the Director of the program. Of those who received the survey, 57 responded (n=57 for a 28.4% response rate).

Type of Survey

Internet distribution was chosen for this study, as it provided numerous benefits with very few limitations. Internet distribution allowed for simple distribution to respondents in many geographic time zones, and allowed them to complete the survey on their own time schedule, without time pressure (Dillman, Smyth, & Christian, 2009). One limitation with Internet surveys is that literacy issues can limit participation, however that was not a concern with the target population. Finally, there was an attempt to mitigate low response rates through deliberate communication before and after the distribution of the survey, as well as offering an incentive for completion. However, due to the timing of the survey as well as the length and busy target population, the response rate was still relatively low.

Survey Instrument

The survey was designed as a 50-question instrument based on the existing global leadership literature, acknowledging that, due to skip logic, not all respondents answered all questions (Appendix A). The survey was designed and implemented using Qualtrics, an web based survey software. The survey was a combination of forced response questions and open-ended questions, as well as statements that used a Likert scale ranging from 1 - Never to 5 - Always. Additionally, a “Not Sure” option was provided to account for the respondent not knowing how often an aspect of the curriculum is taught. Survey completion time ranged from 2, for those who were not teaching global leadership or cultural competency and were therefore exited out of the survey, to 20 minute, for

those who completed it in its entirety. In addition, response time depended on the depth of responses provided by respondent. Follow-up email questions were sent to respondents to clarify or expand upon any brief or unclear responses to the open-ended survey questions. Survey response completion time was one limitation, as the respondents were busy professionals who possibly did not take the time to complete the survey, therefore multiple reminders were sent throughout the process, targeting those who had not completed the survey.

Evaluation of Scales

The central aspect of the survey was one multi-item scale used to assess how comprehensively the concept of global leadership was being covered with the leadership students at each institution. This index was called the *Teaching Global Leadership Index*, which was an index designed by the researcher, and supported by the literature on global leadership. In the literature, global leadership was described as being taught in a number of ways: including the business literature that focuses on the leader and looks at behaviors, traits, and skills global leaders should have, to the literature that studied culture and context and how it can impact leadership. However, nowhere in the literature could a model or framework be found that combined the many aspects into an all-inclusive model designed to test whether or not other leadership educators were engaged in pedagogical practices that included all of these areas. Within the survey, there were 30 questions, all using a 1-5 likert scale, and of those 30, 16 corresponded to the elements identified in the model, these were collapsed into continuous variables for evaluation (Appendix A).

Operationalization of the construct. The construct was operationalized using a comprehensive review of the global leadership literature (Perkins, 2009; Mendenhall, Osland, Bird, Oddou & Maznevski, 2008; Javidan, Steers, & Hitt, 2007; Holt and Seki, 2012; Brown, Whitaker, & Brungardt, 2012; and Jokinen, 2005). It is important to note, as mentioned earlier, that the majority of the literature focused on the global leader (the person) and not global leadership (the process). Therefore, utilizing the literature, the first graphic (see Figure 9) demonstrated the concept of developing the global leader. The second graphic (see Figure 10) placed that leader in the more comprehensive global leadership process, which had been operationalized for this study. The survey utilized the literature and the model to formulate questions. The initial section of the survey examined if and how the instructors increased knowledge: global knowledge, cultural knowledge, leadership knowledge, and self-knowledge (self-awareness). The next section looked at skills including cultural competence, emotional intelligence, cross-cultural communication, context/systems thinking and cultivating cultural empathy. The model then moved on to characteristics that had been identified as being useful for global leaders including humility, curiosity and open-mindedness, flexibility and resilience, and integrity. The next section included questions pertaining to the difficult aspects of developing mindfulness in cross-cultural situations, and the ability to lead change.



Figure 9. Global Leader Model.

It could be valuable if leadership instructors were able to cultivate an instructional practice that included all of these elements in the process of students learning about global leadership. The global leadership literature emphasized the importance of most of the elements included in the model; however, none of the literature conceptualizes them as a whole. Therefore, a scale was created to measure how well global leadership instructors were including the multiple aspects included in the model into global leadership education. The scale was comprised of the aforementioned knowledge, skills, characteristics and action, and was designed to measure the comprehensiveness of global leadership education by asking whether or not, and to what extent those concepts were being taught in a global leadership program. In addition, the singular focus on the leader (in existing literature) did not include any focus on the concepts of followership and cultural context, consequently those were also included in the model and the survey to determine if they were being taught. Thus, while the first part of the model encompassed most of the global leadership literature, the more inclusive graphic (see Figure 10)

included the followers and the dynamic, complicated cultural context. Both followership and context were included in the survey in the form of two separate questions to determine if they were an aspect of the respondent's global leadership curriculum, and in what ways they were taught.

Leadership (the process) = Leader(s) * Followers * Context

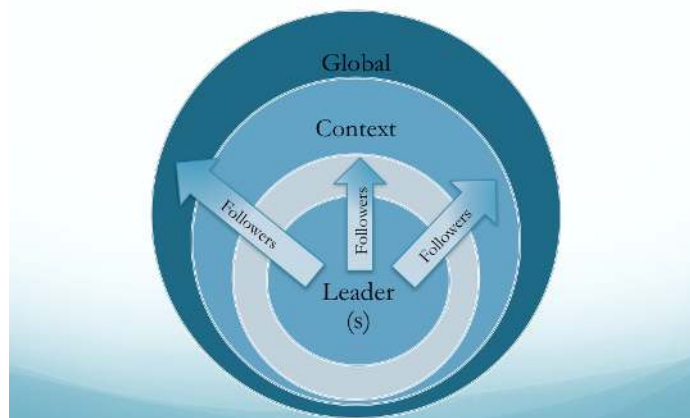


Figure 10. Global Leadership as a Process.

Evaluation of psychometric properties. Respondents rated each Likert item from 1 (Never) to 5 (Always). The higher the score was in each grouping, the more comprehensively that aspect of global leadership was taught. The psychometric properties of this scale (reliability and validity) were evaluated by: 1) Asking five leadership educators to pilot the survey before it was distributed to the target population, and make adjustments to the survey as needed, which improved content validity. 2) There were two cognitive interviews where peers who identify as leadership instructors talked through their thoughts as they responded to the survey in order to identify unclear or invalid passages (Dillman, Smyth, & Christian, 2009, p. 221). 3) Minimized the threat to sensitivity by inadequate scale of measurement through the use of an interval scale. 4)

Conducted a Factor Analysis utilizing Cronbach's alpha test to measure the correlation between the items on the scale. After each validation method, the survey was edited for more reliable and valid results. Inter-rater reliability was high, with few changes made and statistically significant Cronbach's alphas, detailed in chapter 4, resulted from the global leader sub-scale.

Data Analysis

Survey results were analyzed quantitatively using the statistical analysis software SPSS. This evaluation study, teaching global leadership, was operationalized through six dimensions (the teaching of knowledge, skills, characteristics, action, and followers and cultural context) and was quantified through the Likert scale scoring of the frequency each aspect was taught. Consequently, the survey design produced an interval, continuous variable. This survey had multiple, categorical variables, such as the format used for teaching, the department teaching global leadership, type of college/university, institutional setting, curriculum/readings employed, etc. All of these variables may have influenced how global leadership was being taught and were examined.

Research questions 1 and 2 were answered using inferential statistics and quantitative analysis methods including descriptive statistics, inferential statistics, cross-tabs, t-tests, and linear regression analysis (Dillman, Smyth, & Christian, 2009). In addition, various aspects of the survey were qualitative (ex. how the instructors defined global leadership), therefore this information needed to be coded. An inductive analysis approach (Patton, 2002, p. 453) was used to look for patterns, themes, and categories within the qualitative responses.

Sampling

The sampling for this study was systematic and included as many instructors from leadership majors, minors, and certificates as possible (n=201). In order to accomplish this a detailed Internet search was conducted to locate and garner the participation of leadership professionals across the United States. Starting with the databases on the International Leadership Association and the National Clearinghouse of Leadership Programs, a database of 201 leadership education programs from across the nation was compiled. Sampling for this survey was difficult and it was therefore a limitation discussed below.

Administering the Survey

The survey was administered via Internet distribution using Qualtrics software during the Spring 2016 semester, and was launched in the middle of the week to maximize responsiveness. The survey was kept open for one month, with several reminder emails sent. A reminder email was sent out after each week, and those who had begun the survey but not completed were also specifically targeted. Finally, the rate of response was also examined. Deliberate communication following the Dillman method (Dillman et al., 2009) helped to ensure a response rate that exceeded the acceptable minimum of twenty-five percent. The Dillman method included a pre-notice email, survey distribution, a thank you email following the survey's completion, several non-respondent follow-ups, and a final non-respondent contact for those who had started the survey but not completed it (p. 243). A raffle for a two \$100 Amazon gift cards was offered to boost response rate. Follow-up questionnaires were conducted in order to clarify survey responses.

Demographic Information

The Teaching Global Leadership survey was distributed to 201 leadership education programs from across the US. A total of 57 leadership educators completed the survey (a 28.4% response rate) for their program: 30 were from 4 Year Public universities, 25 from 4 year private, non-profit institutions, 1 from 4 year private, for-profit institution and 1 from a 6 year private, for-profit institution. 52.6 % had undergraduate student populations of 10,000 or more, 28.1% had 3,000-9,999 full-time enrolled undergraduate students, 14% had 1,000-2,999 full-time enrolled undergraduate students, and 5.3% had fewer than 1,000 full-time enrolled undergraduate students. The majority of institutions (n=40) had no religious affiliation, while 8 identified as catholic, 4 identified as Christian, non-denominational, 5 as other (including Lutheran, Presbyterian, and Methodist). 28.1% came from a city setting, 26.3% from a suburban location, 22.8% were urban, and 22.8% were rural. 38.6% of the leadership education program respondents identified that they had a Leadership Major, 78.9% said they had a Minor, and 24.6% had a Leadership Certificate (see Figure 11). It should be noted that an institution could have multiple programs (e.g., a Leadership Minor and a Leadership Certificate). For a more detailed breakdown of majors, minors, and certificates see the cross tabs in Appendix B.

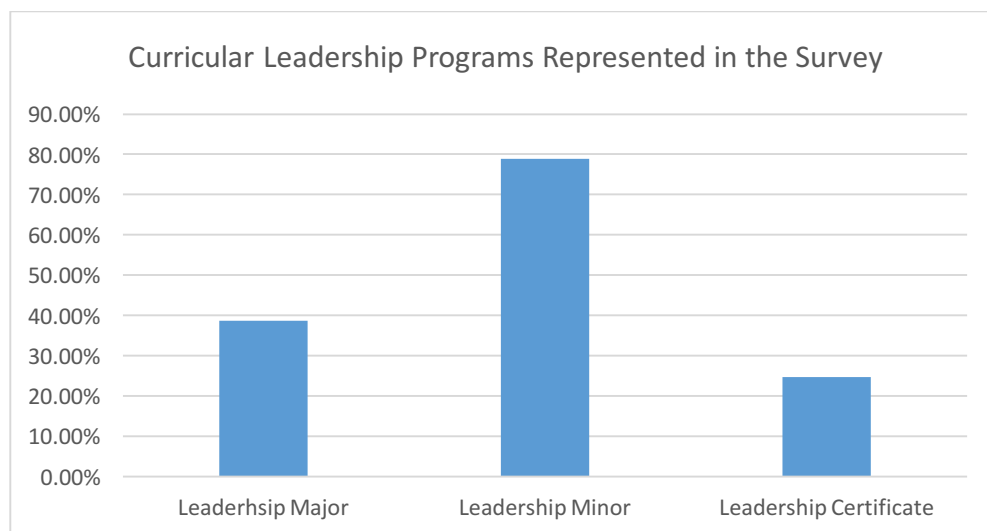


Figure 11. Curricular Leadership Programs Represented in the Survey

However, it is important to note, as Table 5 indicates, the sample is skewed towards minors and certificates with only a small percentage of majors from the population represented. While this means this data might not be generalizable, it could be transferrable to other institutions.

Table 5

Majors, Minors, & Certificates of Population vs. Sample

	Major	Minor	Certificate
Population	104	106	16
Sample	22	45	14

Phase 2 – Qualitative Interview Follow-Up

Explanatory Mixed Methods

In an explanatory sequential mixed method design “the researcher...builds on the [quantitative] results to explain them in more detail with qualitative research” (Creswell, 2014, p. 15). Therefore, qualitative methods were included in this study due to a lack of research in this area, because this study was exploratory in nature, and the survey may

not be sufficient to inform practice. According to Creswell and Plano Clark, “The data collection procedures in the explanatory design involve first collecting quantitative data, analyzing the data, and using the results to inform the follow-up qualitative data collection” (2011, p. 185). Therefore, the follow-up qualitative methods, which in this case were qualitative interviews, for the most part emerged from what was learned during the quantitative aspects of the study.

In order to select interview participants for the second phase the researcher examined the average overall model score for each of the 7 schools who nominated themselves as teaching global leadership well. Their relatively high score indicated they were comprehensively teaching global leadership – as measured by an overall average of 4.25 or above. That score was then compared with those who said they were using methods to measure student learning beyond satisfaction based course evaluations, and 4 schools (out of the 7) met all 3 criteria and were selected for follow-up. Of those 4 respondents, 3 agreed to participate in an interview, and the lessons learned from those interviews are detailed in Chapter 4.

Qualitative interviewing using an interview guide (Appendix C) was employed to specify the topics and questions in advance (Patton, 2002). The interview guide approach was the best method to conclude this study because it permitted some structure while allowing freedom to pursue emergent topics. Questions for the second phase were determined after the initial quantitative phase, as was sampling for the second phase. “Sampling occurs at two points in this design; in the quantitative phase and in the qualitative phase. In this design, the quantitative and qualitative data collections are related to each other and not independent. One builds on the other” (Creswell & Plano

Clark, 2011, p. 185). Data analysis and constant comparative coding (Patton, 2002) were utilized to determine themes from the follow-up interviews and are included in chapter 4.

The study did not simply use follow-up qualitative interviews; it also employed qualitative research methods during the survey in the form of 5 qualitative questions. The purpose of these questions was to better understand complex phenomena, like how instructors were teaching context. According to Patton (2002), exploration and discovery are the particular merits of qualitative inquiry. The follow-up qualitative interviews allowed the researcher to better understand how “success” was being assessed in some programs and how those evaluations influenced curricular decisions, i.e. what was and was not included in the curriculum. The qualitative interviews allowed for greater depth of analysis of a small sample (3 interviews) and provided a basis for future research.

Ethical Issues

Benefits

The benefits of this study to respondents included contributing to the greater knowledge around teaching global leadership. In addition, the reflection that may have come with completing the survey or participating in the qualitative aspects may have improved participants’ teaching practice as well as increased knowledge around other avenues to pursue in their teaching. In time, when the results are published, the participants and the greater community will benefit from the increased knowledge of how others are teaching global leadership, which methods have proven effective, and possible best practices that may come from the study.

Potential Risks and Risk Management Procedures

An Internet survey with non-threatening questions held little risk to the participant. The length was not excessive, but if contributors wished they could complete the survey in several sittings. In addition, the risk could be completely mitigated by the respondent opting out of participating, which several educators chose to do. Finally, responses were tabulated from all participants and were collapsed and kept confidential, so that they could not be attributed to any participant or specific institution. The qualitative interviewees had the option of being identified, but if they choose to not be identified it would not effect the study.

Background and Role of the Researcher

The researcher is a graduate student lecturer who has developed a global leadership course at her home institution. Peshkin acknowledged that researchers “have the capacity to filter, skew, shape, block, transform, construe, and misconstrue what transpires from the outset of a research project to its culmination” (1988, p. 17). After reviewing the literature the researcher organized the global leadership literature into a model and utilized that literature to inform the survey, in order to manage any bias around assumptions, theoretical perspectives, and/or personal experiences related to the research topic, which was followed by validity testing. However, it is important to acknowledge that decisions about the model were made by the researcher – for example, which characteristics were included. This was guided by the literature, and in addition the survey asked respondents to list any skills, characteristics, etc. they used when teaching global leadership that were not included in the survey, in order to test the model. Additionally, during the qualitative coding the researcher’s subjectivity may have

influenced which aspects were given more attention as well as the interpretation of findings. This was managed by utilizing multiple data sources to triangulate as well as using a review-by-inquiry of the participants (Patton, 2002, p. 560).

Summary

This research study examined how global leadership was being taught across the United States. Global Leadership is an emergent concept in the leadership studies field combining leadership practices with those of global cultural competency, while highlighting the significance of a dynamic and complex context in the leadership process. In particular, a survey study of leadership educators from undergraduate leadership majors, minors, and certificates in the United States was conducted to determine if and how global leadership was being taught across the United States, as well as the possible effectiveness of the teaching of global leadership. That understanding could inform leadership educators on how to effectively teach global leadership to increase the global leadership competencies of undergraduate students.

CHAPTER 4: FINDINGS

Introduction

As was discussed in Chapter 3, this mixed-methods study examined how global leadership was being taught in undergraduate leadership education across the United States. Jenkins stated, “With the current state and growth of leadership studies, the need for research exploring the various strategies for teaching and learning in the discipline has never been greater” (2012, p. 3). Huber suggested “The purpose of leadership education is to prepare people (and organizations) to be responsible, together, in an increasingly interdependent world” (2002, p. 27). These needs, motivated this study to examine undergraduate global leadership education as we currently do not know if global leadership is being taught in undergraduate leadership education, how it is being taught, and what has been deemed “effective” teaching strategies. As undergraduate leadership education continues to grow, as well as the need to integrate global components, it is imperative an examination of global leadership education is completed.

This chapter contains the findings from the mixed-methods survey, as well as the document analysis and qualitative follow-up interviews in order to better understand how global leadership was being taught to undergraduate students in the United States. First, this chapter contains an examination of the scale created for the study, followed by the findings for each of the research questions listed in Chapter 1.

Evaluation of the Scale

As was discussed in Chapter 3, the construct was operationalized using a comprehensive review of the global leadership literature (e.g., Perkins, 2009; Mendenhall, Osland, Bird, Oddou & Maznevski, 2008; Javidan, Steers, & Hitt, 2007;

Holt & Seki, 2012; Brown, Whitaker, & Brungardt, 2012; Jokinen, 2005) creating 4 subscales of the global leader development scale (knowledge, skills, characteristics, and action), as well as an additional subscale to emphasize the process of leadership, not simply the person. The global leadership scale included followership and context (see Figure 1).

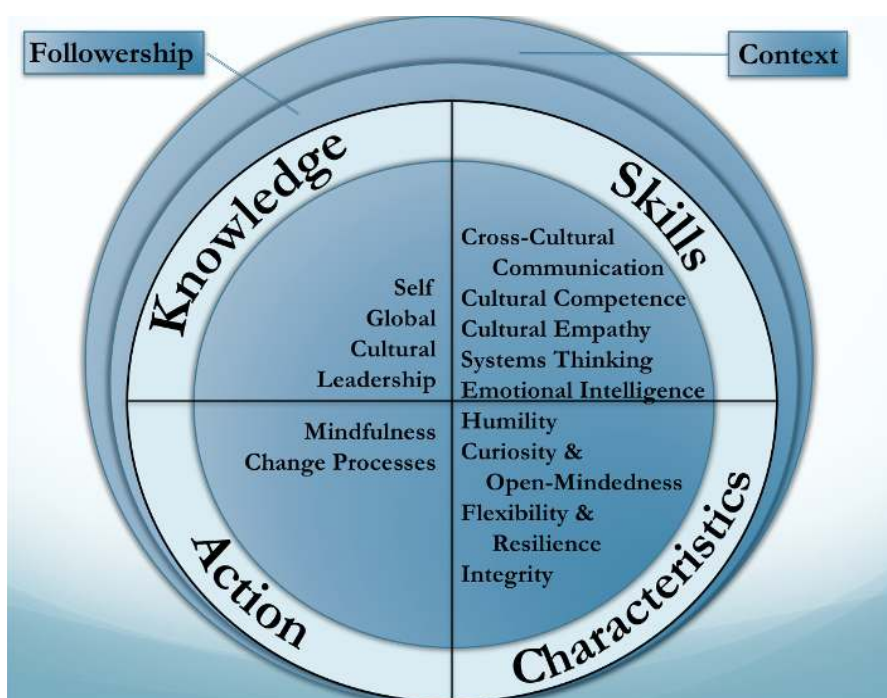


Figure 12. Global Leadership Development Model.

Correlations were conducted for each aspect of the model and statistically significant positive correlations exist across all subscales of the model (see Tables 6-10), which indicates a relationship within each category between variables. The weakest correlation was on the process sub-scale, however followership and context still had a statistically significant correlation.

Table 6

Correlations Between Knowledge Variables

	Current Events Issues	Cultural Sim & Diff	Leadership	Self
Current Events Issues	---			
Cultural Sim & Diff	.687**	---		
Leadership	.687**	.806**	---	
Self	.727**	.886**	.916**	---

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7

Correlations Between Characteristics Variables

	Humility	Curiosity & Inquisitive	Open Mindedness	Flexibility	Resilience	Integrity
Humility	---					
Curiosity & Inquisitive	.735**	---				
Open Mindedness	.692**	.806**	---			
Flexibility	.675**	.810**	.926**	---		
Resilience	.614**	.713**	.881**	.878**	---	
Integrity	.563**	.719**	.786**	.847**	.748**	---

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8

Correlations Between Skills Variables

	Cultural Competence	Emotional Intelligence	Cross Cultural Com	Systems Thinking	Cultural Empathy
Cultural Competence	---				
Emotional Intelligence	.782**	---			
Cross Cultural Com	.851**	.737**	---		
Systems Thinking	.614**	.689**	.565**	---	
Cultural Empathy	.830**	.829**	.836**	.763**	---

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9

Correlations Between Action Variables

	Change Processes	Mindfulness
Change Processes	---	
Mindfulness	.712**	---

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10

Correlations Between Process Variables

	Followership	Context
Followership	---	
Context	.412*	---

*. Correlation is significant at the 0.05 level (2-tailed).

In addition, Cronbach's alpha was used to measure the internal consistency of the scale, examining how closely related the items were as a group. The alpha coefficient for the four global leader subscales are displayed in Table 11, suggesting that the items have relatively high internal consistency. The scale for global leader development was found to be reliable, with high Cronbach's alpha scores. While the scale was found to be reliable, it is not meant to oversimplify a complex learning process, but was created as a guide to possibly understand the nuances and complexity of teaching global leadership in order to study the topic.

Table 11

Reliability Statistics

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Knowledge	0.94	0.936	4
Skills	0.94	0.937	5
Characteristics	0.95	0.950	6
Action	0.83	0.831	2
Followership & Context	0.58	0.593	2

However, it is important to note that the Cronbach's alpha score for the expanded scale, examining leadership as a process (i.e., followership and context), had a much lower and insignificant score. Therefore, the internal reliability of the global *leader* development scale is valid, while the scale for global *leadership* development is not. This could be due to a number of factors including that the respondents did not view the two concepts (followership and context) as interrelated. The two scales will be discussed in Chapter 5.

Survey Results

Research Question Findings

The overarching research question of the study was *How is global leadership being taught, if at all, to undergraduate students at colleges and universities across the US?* Of the 57 respondents (each representing their institution), 23 had taught global leadership within the past 2 years (40.4%), and an additional 11 (19.3%) had taught a related concept (i.e., cultural competency). Therefore, for the overarching research question it was found that global leadership *is* being taught within various undergraduate leadership education programs across the nation. One interesting finding was that another 40% of those surveyed were not teaching either global leadership or cultural competency in their leadership education program. However, it is important to note that this is a small percentage of the overall programs surveyed since 71.6% of those surveyed did not respond. This could be because they were not teaching the concept, felt the survey was too long, or simply did not have time to complete the survey.

A cross tabulation was conducted in order to more closely examine if global leadership was being taught (see Appendix C). According to the cross tabulation, global

leadership was more likely to be taught at a public institution than a private one (56.6% vs. 20%), at an institution without religious affiliation (53.7% vs. 12.5%), at a large institution with 10,000 or more full-time enrolled undergraduate students (56.6% vs. 26.7% or 25% or 25%), and in an urban or suburban setting (~53% vs. 38% or 25%). Those respondents who indicated they had a leadership major or minor indicated they were teaching global leadership at a rate of 45%, and those with a certificate were slightly higher at 64.3%.

The primary research question for this study, “how” global leadership was being taught, was measured using the global leadership model developed for this study. Data was analyzed using overall mean scores, and the results are summarized in Figure 13. In Figure 13 *knowledge* is the most often area taught in global leadership education programs with an overall mean of 4.2 out of a 5-point likert scale (Always, Often, Sometimes, Rarely, Never). *Characteristics/traits and skills* were tied with overall mean scores of 3.49 out of a 5-point likert scale, followed by *action* with an overall mean of 3.28. The two process oriented aspects of the model (followership and context), which did not have a significant Cronbach’s alpha, also had relatively high instances of being included in the curriculum with overall average likert scores of 3.24 and 4.0 respectively. All of these topics were collapsed in order to measure the depth of instruction for global leadership.

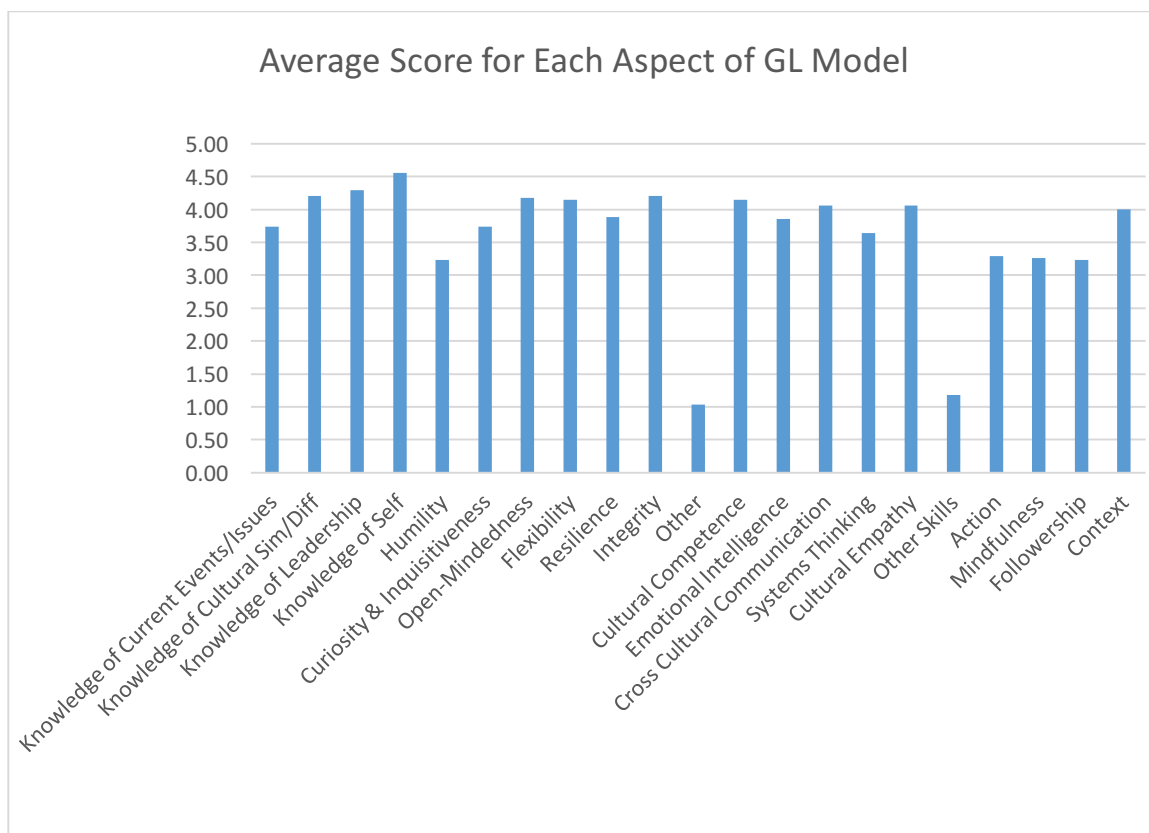


Figure 13. Average Score for Each Aspect of the Global Leadership Model.

The Global Leadership Model categories were analyzed to generate an overall average of concepts taught in various programs, and they were used to run a number of other tests, detailed next. First, additional cross tabulations were conducted in order to better understand how global leadership was being taught.

According to the cross tabulation that examined sources of learning (see Appendix D), the most commonly used sources of learning were small group discussions, case studies, group presentations/projects, film/TV clips, and lecture. In addition, 65% of those respondents who indicated they were teaching global leadership were using experiential learning. Another cross tabulation examined institutional demographics and the theories used to teach global leadership (see Appendix E). Large public universities were more likely to use intercultural competence models (83.3% vs. 55.5%) versus

private, non-profit institutions. The GLOBE study (83%) and Intercultural competence models (76%) were the most often used global leadership theories. While over half of respondents (56.2%) intentionally coupled their teaching of global leadership with general leadership theories, most commonly the social change model, transformational leadership, and adaptive leadership.

In addition to the cross tabs, an independent samples t-test was conducted to see if there was a statistically significant difference between how global leadership, the concept operationalized by the model, was being taught if the respondent indicated that what they were teaching was not global leadership but were instead teaching cultural competence. With a 2-tailed significance score of .575, no statistically significant difference existed between the group who identified what they taught as global leadership and those who indicated they taught cultural competency. In addition to the t-tests, further examinations of how global leadership was being taught are included in the secondary research questions below. And because there was no significant difference found in how the two concepts were being taught, both were included in subsequent findings. This is important because, as mentioned in Chapter 1, many leadership educators question if global leadership is a distinctive concept from cultural competency included in leadership education.

Secondary Research Questions

Research Question #1

The first research question was, *To what extent is global leadership being taught to undergraduate students in curricular leadership programs?* And it included sub-questions: Does the department/school and/or type of school teaching global leadership

have an effect on how global leadership is being taught? Is there a relationship between format and/or theory used to teach global leadership and the extent to which instructors are able to cover the topics as operationalized in the literature? Is there a relationship between global leadership definition and the extent to which instructors are able to cover the topics as operationalized in the literature? Is there a relationship between instructor demographics and how they choose to teach global leadership?

A number of Wilcoxon-Mann Whitney tests were run to examine the relationships detailed in the sub-research questions for research question 1. Wilcoxon-Mann Whitney tests were chosen because the data from the model was slightly leptokurtic and skewed, and these test are more robust to normality violations. Wilcoxon-Mann Whitney tests were conducted between department, school, or type of school (Business, Leadership Studies, etc.) teaching leadership and no significant correlation to how global leadership was being taught was found to exist. A Wilcoxon-Mann Whitney analysis was also completed to examine if the theory (GLOBE, national culture, sophisticated stereotype, or cultural competency) or format (e.g., action learning, lecture, experiential, discussion, global leadership vs. cultural competency) of learning and the extent to which instructors were able to cover the topics as operationalized in the literature and included in the model, and no significant correlation was found to exist.

The researcher also examined the correlation between if the respondent had said they were measuring learning beyond satisfaction based assessments and depth of instruction as measured by the model and no statistically significant correlation was found. Finally, independent samples Mann-Whitney U and Kruskal Wallis tests were conducted to see if instructor demographics like gender, race, and whether or not the

instructor had lived outside the United States for greater than 6 months had any impact, and no statistically significant correlation to how the instructor was teaching global leadership was found to exist. The only correlation that was found was when the researcher tested the correlation between type of program (Major, Minor, and Certificate) and found a statistically significant correlation between schools that had a Leadership Major and how global leadership was being taught, but only to the .05 level, which is not as robust as the .01 level (see Figure 14). So, those that had a leadership major taught global leadership with more depth, as defined by the study model. Potentially due to the small sample size, only 12 programs teaching global leadership had a major, the exact significance test was used. However, the correlation seems somewhat logical since a major could provide one more opportunity to examine a topic with significant depth.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of AverageOverall Major. the same across categories of	Independent-Samples Mann-Whitney U Test	.028 ¹	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

¹Exact significance is displayed for this test.

Figure 14. Independent Samples Mann-Whitney U.

Defining Global Leadership

In order to examine the sub-question “Is there a relationship between global leadership definition and the extent to which instructors are able to cover the topics as operationalized in the literature?”, an analysis was conducted into how instructors teaching global leadership defined the concept. Of the 57 who completed the survey, 23 of the respondents indicated that Global Leadership was taught in their programs within the past 2 years. As previously noted, global leadership was defined for this study as a

relational process of affecting change, through ethical and collaborative action, implemented within the complex and dynamic global context. In addition, the opening page of the survey indicated to respondents that the survey was measuring how global leadership was being taught and stated, “Global Leadership is an emergent concept in the leadership field combining leadership practices with those of cultural competency while highlighting the significance of context in the leadership process.” In the survey the respondents who indicated they taught global leadership were asked how they defined global leadership when teaching it. The responses received were diverse. One respondent stated that global leadership was “Leadership that is culturally responsive and aware of the interdependence of our global community.” Another said, “Global leadership is an engaged process requiring intentional reflection, study and research and the development of the ability to effectively lead cross-culturally. Seeking global leadership competency requires an understanding of cultural context.” All of the definitions aligned well with the study, and demonstrated that the instructors were intentional about the topic they were teaching.

As described above, 23 of the respondents indicated they had taught global leadership within the past 2 years. Of those who responded they had *not* taught global leadership in their leadership education program within the past 2 years, 11 of those reported they had taught cultural competency within their leadership education program. All 23 respondents were asked to define the concepts they were teaching, and 17 responded. Some of the definitions aligned with the concept of cultural competency on a personal level, for example “Awareness of one's own cultural roots, the influence it has on how one sees other cultures, and how to look at culture differently.” While others

seemed to share commonalities with some of the global leadership definitions, such as “how different cultures understand leadership (mostly based on the House research).” Or “The ability to engage with others of different perspectives, values and believes in productive ways, appreciating and leveraging those differences.”

After reviewing all of the definitions of global leadership, some similarities to each other and the previously offered definitions were found to exist within the definitions, including the confusion of leader versus leadership (person versus process) distinction made in chapter 2. For the purpose of analysis, the 17 definitions were coded as follows: 7 respondents had process oriented global leadership definitions, 6 had leader-centric definitions, 5 respondents left the field blank, 2 said they couldn't define global leadership, 2 were vague (i.e., “How culture and leadership intersect.”), 1 specifically spoke to leadership in a global business setting. To better understand if how the concept was defined influenced how it was taught, these definitions were used to run a few separate quantitative analyses.

Utilizing the variables for how global leadership was being taught, the concept operationalized by the model (Overall Average), and if the respondent defined global leadership using a leader-centric approach versus a process oriented definition, an independent samples t-test was conducted to see if there was a statistically significant difference between them. This is important in order to better understand if the leader vs. leadership definition confusion was influencing how the concept was taught. With a 2-tailed significance score of .204 the null hypothesis was accepted, and no statistically significant difference existed between the group who defined global leadership using a process oriented definition and those who used a leader-centric approach. This is

somewhat logical since the majority of model comes from the global leader literature. Therefore, a second independent samples t-test was run comparing the two definition categories and the sub-scale for process, which includes teaching followership and context. With a 2-tailed significance score of .293, indicating that no statistically significant difference existed for the teaching of process. This was an interesting finding and will be discussed further in Chapter 5.

Instructor Demographics

The final sub-question was “Is there a relationship between instructor demographics and how they choose to teach global leadership?” A cross tabulation was conducted comparing the instructor demographics to theories used (see Appendix F) and sources of learning (see Appendix G). One question asked in the instructor demographics section was “Have you ever lived outside of the United States for greater than 6 months?” One difference noticed was those who had lived abroad were less likely to teach traditional leadership theories in their global leadership programs (40% vs. 62%). In addition, those with a doctorate were more likely to use the global leadership theories including; national culture, GLOBE, and intercultural competence in their courses, while those with a master’s degree were more likely to use the sophisticated stereotype. Those instructors holding a master’s degree preferred leadership theory was the Social Change Model, while those who had a doctorate preferred transformational leadership. In the sources of learning cross tabulation there was negligible differences. Those who had lived outside the US were more likely to use action learning and case studies, as were those with doctorate degrees more likely to use action learning and case studies.

Research Question #2

The second research question was *What academic content (e.g., theories, texts, curriculum, experiential components) is being used to teach global leadership to undergraduate leadership students?* And it included sub-questions: Is it common to use the sophisticated stereotype, which is stereotyping “based on theoretical concepts” (Osland & Bird, 2000, p. 66) and the empirical work of scholars, such as the GLOBE Dimensions? Do instructors of global leadership rely on texts, readings and activities from the extensive business literature on global leadership? What curriculum/projects are being used and have they been proven effective?

Results from the survey indicate that those who were teaching global leadership were overwhelming using the three theories most often found in the literature: the GLOBE Study, National Culture Models like Hofstede, and Intercultural Competency models. Those who listed an “other” responded through the open-ended option with theories like Global Citizenship Theory, 5 Principles of Global Leadership, and various. Percentages of theory use are detailed in Figure 15.

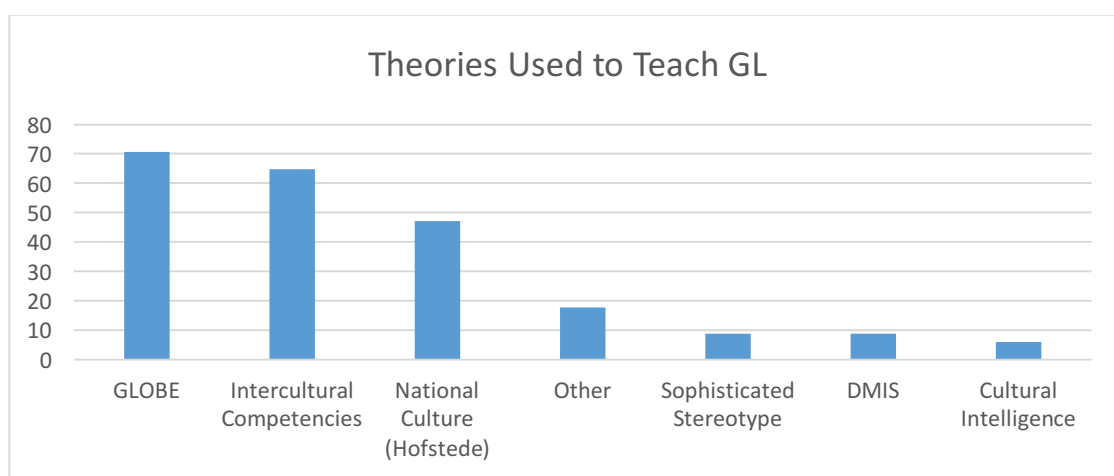


Figure 15. Theories Used to teach Global Leadership.

Additionally, the respondents were also asked if they intentionally teach leadership theory when teaching global leadership, and if so, which theories were included (checking all that applied). 18 programs responded that they intentionally couple leadership theory with global leadership theory, when teaching global leadership. The leadership theories that were most often used were the social change model, transformational leadership, adaptive leadership and authentic leadership. The percentages of leadership theories used when teaching global leadership are detailed in the Figure 16 below.

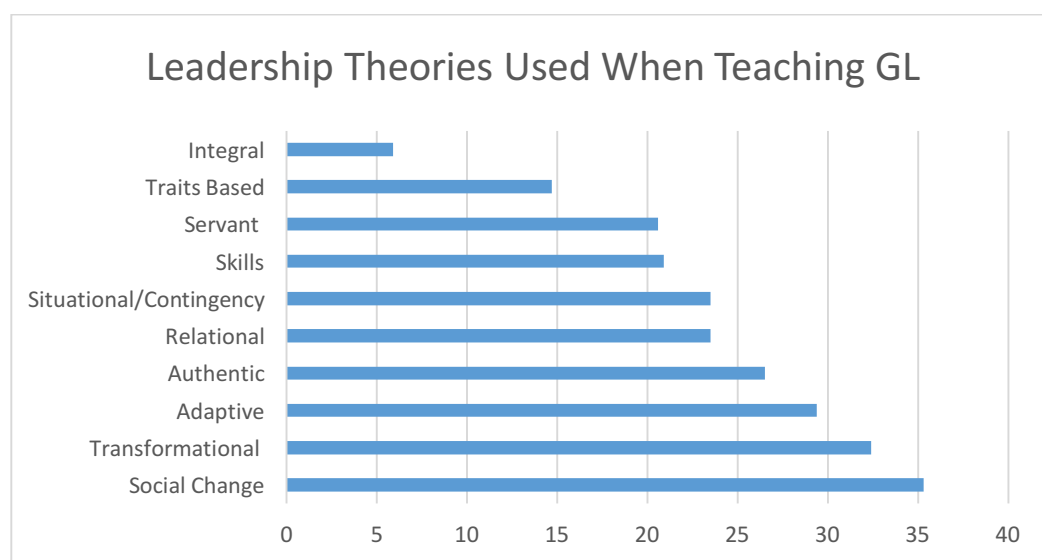


Figure 16. Leadership Theories Used When Teaching Global Leadership.

Furthermore, in addition to gathering information about theories used, the survey also asked leadership educators about the significant texts and readings they were using. This question was posed because when examining the literature there seemed to be a lack of a quality undergraduate text for teaching global leadership. It was found that quite a few of the business texts were in use for various programs; including Mendenhall, Hofstede, House, Livermore, etc. In addition, a number of general leadership texts were

mentioned like the Northouse or Komives texts. Finally, the respondents were also using a number of cultural competency readings: Bennett, Hall, McIntosh. A list of the readings from the survey is included in Table 12.

Table 12

Significant Text/Readings for Global Leadership in Order of Frequency

Author(s) and Year	Title of Text/Readings for Global Leadership	Number of Respondents Using Text
Northouse (2015)	Leadership Theory and Practice	5
Mendenhall et al. (2013)	Global Leadership: Research, practice, and development	4
Hofstede (2010)	Cultures and Organizations	3
Bennet (2004)	Becoming Interculturally Competent	2
House et al. (2004)	Culture, Leadership, & Organizations GLOBE	2
Livermore (2011)	The Cultural Intelligence Difference	2
Komives & Wagner (2009)	Leadership for a Better World	2
McIntosh (1991)	Unpacking the Invisible Knapsack	2
Hall (2004)	Among Cultures: The Challenge of Communication	1
Weiss (2011)	An Introduction to Leadership	1
Samovar & Porter (2012)	Communication Between Cultures	1
Kessler & Wong-Mingji (2009)	Cultural Mythology and Global Leadership	1
Walker (2002)	Doing business internationally	1
Chin & Trimble (2014)	Diversity and leadership	1
Clark (2015)	The 5 Principles of Global Leadership	1

Besides inquiring about theory, format, and texts/readings the survey also asked about assessments and inventories the leadership educators may be using to teach global

leadership. Of the instructors teaching global leadership 39% were using an assessment with their undergraduate students. The specific assessments are detailed in Figure 17.

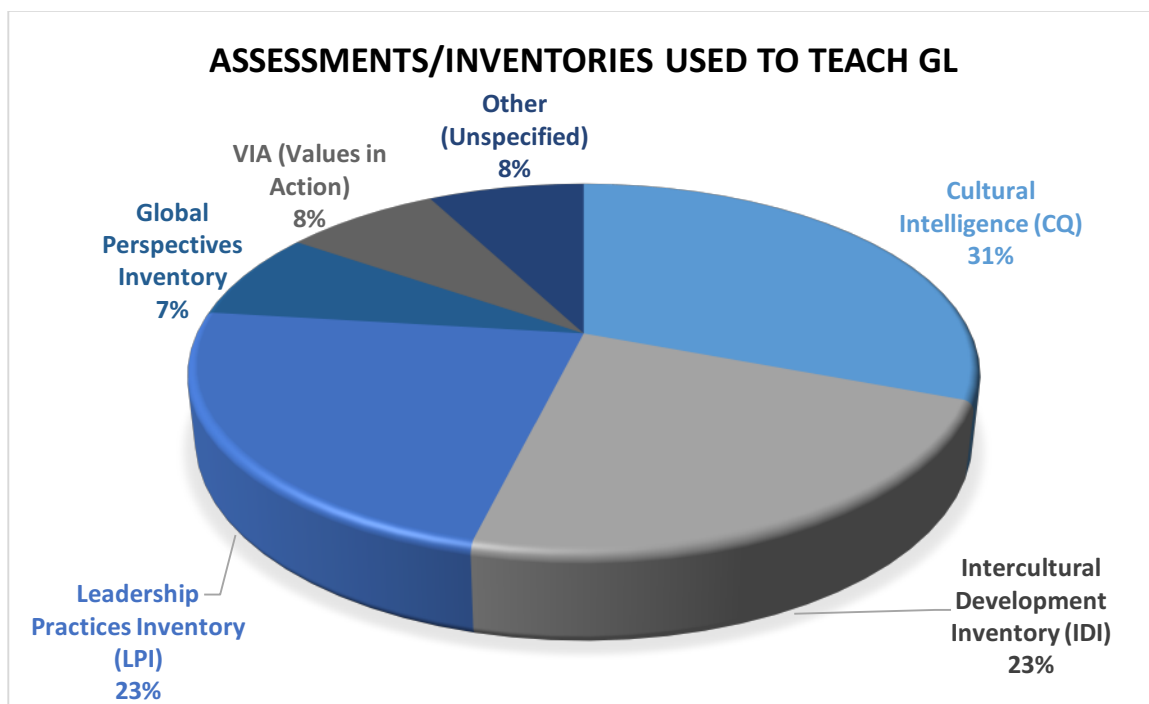


Figure 17. Assessments/Inventories Used to Teach Global Leadership.

Additionally, Allen & Hartman's sources of learning in student leadership (2009, p. 15) were used to construct survey questions around how global leadership was being taught. The responses were varied among the 34 educators. This was to be expected as Allen and Hartman stated "Overreliance on a single source of learning in the leader development process should be avoided, because no single source of learning or approach is appropriate at all times" (Allen & Hartman, 2009, p. 15). The percentage of respondents using each of the sources of learning, utilized to teach global leadership, are displayed in Figure 18. Experiential learning, which is often used in leadership education, was examined with greater detail, because several of Allen & Hartman's types of learning could be considered experiential. In addition, global leadership, like general leadership

education, can be difficult to learn without engaging in it. Therefore, some projects shared by the respondents are included in the next paragraph. An interesting survey response was that some leadership educators who replied they used experiential projects did not indicate they used action learning, which are often used interchangeably since both are cyclic and involve action and reflection. However, this could be due to an unfamiliarity with the language, action learning.

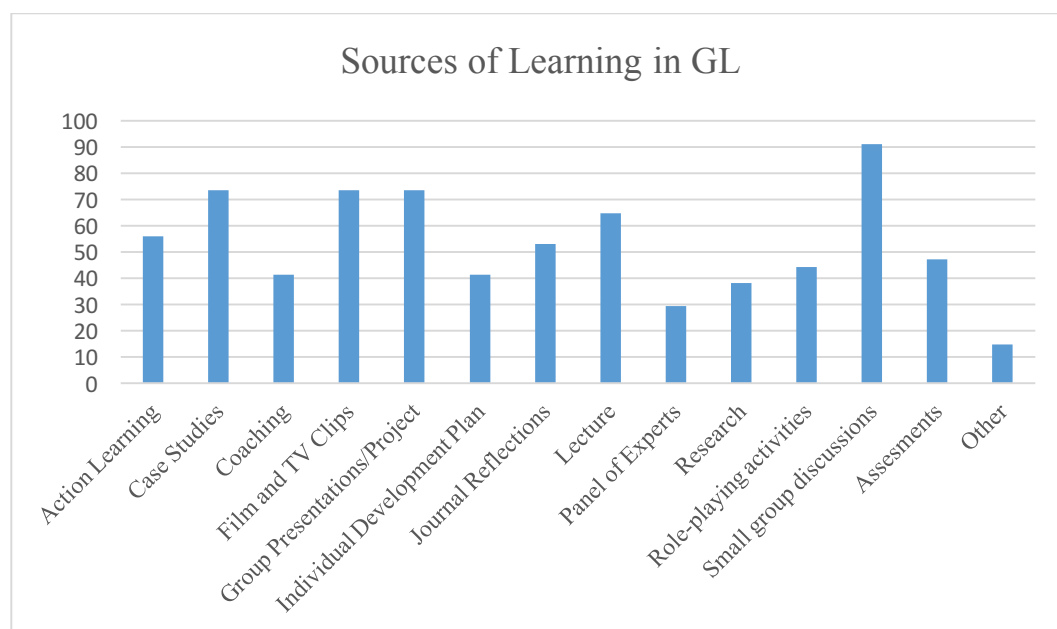


Figure 18. Sources of Learning in Global Leadership.

Experiential learning literature was explored in Chapter 2, which indicated that it is often used in general leadership education, and researchers also call for its use in an international context (Yamazaki & Kayes, 2004). The literature supports the use of experiential learning in shaping future curriculum for global leadership. Therefore, leadership educators were asked if they were using experiential projects, and 59% (20 out of 34) of the respondents indicated in the affirmative. They were then asked to describe these projects, and the responses were too varied to even code, however several were

selected to be included here and the remaining responses are included in the appendices. Those discussed below were chosen to highlight the diversity of projects used.

One instructor indicated they used 2 experiential projects; “1) Exploration of multiple nations immigration policies, meeting with local refugee support agencies and developing policy and service recommendations of change plans 2) Exploring issues with global impact through global media, exploring bias, cultural communication.” Another respondent stated, “Our office has developed a course titled Global Service and Leadership where students receive academic credit to travel to other countries to support local philanthropic initiatives.” A different educator indicated they used “Problem based learning through exercises in teams in class and a real consulting project.” Finally, another respondent described their experiential project as, “Each student interviews three international professionals in their field and does a qualitative analysis of the themes that arise as well as connects the themes to global research.” These responses are important to note here because they vary from use in a travel course to location bound, from problem based learning to interviews and qualitative research.

The respondents were also asked to include the learning objectives of their experiential projects and overall, the outcomes were found to have some similarities and differences among all respondents. For example, most of the learning outcomes speak to the intersection of culture and leadership, specifically global cultural competency. The differences range from developing knowledge to translating that knowledge to strategy and problem solving. Some examples of the learning objectives shared with the researcher included:

1. Expand world-view; gain a greater understanding of and appreciation of beliefs and influences on those beliefs of those in other countries.
2. To better understand a culture different than their own and think about how that might influence the activity of leadership.
3. Explore cultural context, engage in research, explore multiple perspectives and develop an action plan or leadership strategy.
4. The learning objective is to increase global competence, leadership and service capacities in students.
5. To learn to identify, define, and solve global issues, to understand the pressing global issues facing the field they are about to enter, and to practically apply the knowledge they have gained about intercultural leadership and systems thinking.

The remaining outcomes are listed in Appendix B. The outcomes all include some aspect of increasing global cultural competence and how that connects to the practice of leadership. Some look at increasing knowledge, others are skills focused, and others look at how to better understand systems/context. Those respondents who participated in the follow-up aspect of the study, described below, were asked about the effectiveness of their experiential projects and lessons learned from them. These responses are included in the analysis of Research Question 4.

Qualitative Follow-up Interviews

Assessment & Best Practices

The final research questions for this study were *How is "effectiveness" being measured, if at all, and which methods have proven effective? And What best practices*

can be learned from those who are comprehensively teaching global leadership? the sub-questions included: Are there specific experiences or curriculum that increase global leadership competencies and intercultural sensitivity? What types of assessments, if any, are being done of the programs, beyond satisfaction based faculty evaluations or content based examinations? Does each program have learning outcomes and how are they assessing them? Are instructors pre and post testing their students or objectively measuring the student's growth in some way?

The initial intent for the second phase of this study was to do a detailed case study of one program to be nominated by the leadership educators who completed the study. Therefore, one of the last questions on the survey asked respondents if they were aware of an institution successfully teaching global leadership. Interestingly enough 10 leadership educators chose to answer that question, of those, 7 nominated themselves, and no institution was duplicated in the list. Consequently, the researcher examined the average overall model score for each of the 7 schools who nominated themselves, which indicated if they were comprehensively teaching global leadership – as measured by an overall average of 4.25 or above. That score was then compared with those who said they were using methods to measure student learning beyond satisfaction based course evaluations, and 4 schools met all 3 criteria and were selected for follow-up. Of those four schools, three agreed to participate in an interview, and the lessons learned from those interviews are detailed next.

The 3 schools that participated in the second phase of the study were all 4 year public institutions with an undergraduate population of greater than 10,000 students. One is located in an urban setting, one suburban, and one rural. One respondent had taught

their global leadership course for at least 12 terms, with multiple sections, and it is considered a capstone course for their minor. Another taught their global leadership course 7 times, and had travelled to 6 different countries (Uganda, South Africa, Nicaragua, Costa Rica, Peru, and Cuba), and it is a service learning course that serves as an elective for their leadership minor. The final instructor had taught their global leadership course twice in partnership with an international university, the format is a month long study abroad course, and it acts as an elective in their leadership minor. Taken together, these participants share the experience of teaching their global leadership courses multiple times, and modifying the course due to data from their assessments. Thus their collective knowledge may represent some possible best practices for global leadership education. However, the sample was small but the practices may still be transferrable.

According to Patton (2002), "The first decision to be made in analyzing interviews is whether to begin with case analysis or cross-case analysis." This study used cross-case analysis of the three interviews, and used the constant comparison method "to group answers...to common questions [and] analyze different perspectives" (p. 376). Therefore, after conducting the interviews, transcribing them, and using constant comparative coding the most commonly occurring codes were; impactful experiential components, diverse ways to evaluate (assessment), importance of learning outcomes (assessment), best practices, importance of interacting cross-culturally, and intentionality and emergence. These are discussed more fully below.

Assessment

One question that remained after the initial phase of the study was around how instructors were assessing their global leadership courses for student growth, and modifying if necessary (research question 3). Approximately half of the survey respondents (53.9%) indicated they used an assessment to measure the “success” of their courses beyond satisfaction based course evaluations. Therefore, the interviewees were asked about their assessment efforts, and the answers were varied. One spoke about using the Intercultural Development Inventory as a pre and post test in order to guide their program in the early stages.

We used to pre and post test with the IDI but there was consistently significant change, so we stopped doing the post... We felt like we were on the right track so we quit post-testing... I think with the IDI the value comes in that initial feedback session.

Using an existing statistically sound instrument is one objective way programs can measure student learning to see if they are reaching their intended outcomes. Another interviewee spoke about an objective measure they were using with their students.

We use a pre-survey using the thriving quotient during our pre-departure meeting, and then again at the end of summer. So we don't do it right at the end of the program, we wait until they have been back a couple months and then have them take the post test using the Thriving Quotient Survey and the 5 Factors of Thriving... we saw growth, especially in the diverse perspectives.

The Thriving Quotient was developed as an instrument designed to measure students' positive functioning in three key areas: academically, interpersonally, and intra-

personally (Schreiner, McIntosh, Nelson, & Pothoven, 2009). The final interviewee spoke about mapping assignments and student learning to detailed learning outcomes.

We actually got a 7.5 million dollar grant from the department of education because we have developed what we call a student transformative learning record. So for all of our programs we actually have university and nationally reviewed outcomes... There are three levels, we call them exposure, integration, and transformation. For any of the trips we take, I assess the students on these three levels. So, say a student goes but never really leads, takes ownership over it, never sits with the locals and conversates, never asks good questions, they would have been exposed. They have travelled internationally, but they have not integrated that learning.

Another leadership educator spoke of a similar practice, saying “We have student learning and development outcomes on our campus, and we map those outcomes against our projects. We have set proficiency levels; below, at, and above, and we have linked that to our grading rubrics.” Both educators spoke of an intentional effort at their institutions to create campus wide learning outcomes and engage around them. These endeavors are especially strengthened when an institution continues that commitment with professional development. One interviewee said,

We have something on our campus called internationalizing teaching and learning program. It is a program where faculty members can spend a semester together and learn about how to make any course more global, and we put this class through this process... And we have become a “best case” for that program.

Assessing student learning, beyond satisfaction based surveys, as well as adapting

coursework from those assessments was one “best practice” that was ascertained from the interviewees, and using those assessments to intentionally develop program faculty, aligns with the global leadership priority of the National Leadership Education Research Agenda (Andenoro, et al., 2013, p. 25). All three leadership educators interviewed believed it was an important facet to continually improving their global leadership efforts. Additional curriculum suggestions and best practices were also gleaned from those interviewed.

Curriculum

In order to answer the sub-question “Are there specific experiences or curriculum that increase global leadership competencies and intercultural sensitivity?” the interviewees were asked to speak to their impactful curriculum, and overwhelmingly the experiential aspects are what the instructors spoke about. One educator said “I think our experiential aspects were the most impactful. We did focus groups and had the students blog, and the experiential projects they did... were the experiences they would bring up while reflecting.” While another said:

Our students have to complete a reflection paper, and we can look at the narratives and clearly see...our students developing...We have easily seen how their interactions, particularly on the community level has helped move their knowledge, their capacity, and some of their skills with regard to international awareness, cultural competency, and those types of things.

All three instructors spoke to the importance of experiential learning within their global leadership courses, however the first two had service learning and civic engagement opportunities that were unique to their study abroad global context. The final program

does both an individual experiential component as well as a group experiential project.

For the individual project the instructor described it as an opportunity for their students to learn about their chosen career path in a non-US setting.

Our students interview 3 professionals who are not from the US. To get a sense of what the global issues are in the field they intend to go in to. And then they connect it to the literature, they research using non-us journals. They do a meta analysis and a summary. For our students, reaching out to perfect strangers across the world is a lot to overcome.

The group project was described by the instructor as follows:

The group project...they pick a global issue that they are interested in researching...They spend the first third of the semester doing a global research paper on it. We use systems thinking for that, so they are doing the research in order to be able to draw a more accurate systems map, and looking at reinforcing loops, and where they can intervene...how they can intervene, and they have to analyze resources and put it in a time frame, and they have to be realistic about it.

All three instructors believed their experiential components were some of the most impactful aspects of their program and produced gains in capacities like cross-cultural communication, cultural empathy, and systems thinking. While these projects were developed for a specific context, with particular needs and challenges, they could be adapted and transferred.

Best Practices

The interviewees were asked to offer the best practices to other leadership educators. One educator spoke about his best practices when engaging with international service learning.

When doing civic engagement and service learning I have a few of my own requirements: 1) It has to be a *local* NGO. 2) It has to be a project that *they* develop that *they* say they need. 3) It needs to be a continuous piece of a greater project [since we are only there for a short time]. Those are my requirements: To be sure the project is valuable, it is serving the community in a manner that is appropriate, and it is doable in the time frame we have...

This educator spoke about not wanting to impose a project on a community, but instead to let that project emerge from the community. They also spoke about the importance of intentionality and reflection in global leadership education, an important aspect of Kolb's learning cycle (Kolb & Kolb, 2005). "How we are intentional about [developing intercultural sensitivity], is you have to have reflection. You have to have reflection *in* country, you have to build in time for it. You have to ask the students probing questions and help guide that process." One of the other interviewees also spoke about the importance of intentionality in course development.

I believe one of the best practices is the intersection of intentional components for building a class, such as the syllabus, the readings, the scaffolded outcomes – AND allowing for what needs to emerge to emerge. But it is the intersection of the intention and the emergence where the ripest and most impactful moments are going to happen.

This leadership educator spoke about how their entire leadership minor is grounded in the Intentional Emergence Pedagogy (Laidlaw, 2004), and that has shaped not only their global leadership course but their entire program. When asked for an example the educator spoke of how to intentionally include international students who may be a part of your course, but also allow those impactful moments to emerge.

For example, if you have international students in your class, not pretending like they don't exist but instead meeting with them individually and saying "you know you have a wealth of expertise, and this is a global leadership class. I don't want you to speak on behalf of all students from Japan, but I also really want to work with you so that you can find ways to intervene and possibly offer a different perspective.

A number of the global leadership educators in the survey spoke of the diversity in their global leadership class, as well as working to include them. The final best practice mentioned by an interviewee was the importance of building community within the class. "Building community among the group is important, especially if you are going to explore global leadership from an identity lens, because you are taking them out of their comfort zone and then challenging them."

The best practices offered by the leadership educators included comprehensively assessing your program and making adjustments, using intentional learning outcomes, utilizing experiential projects, engaging with the global community in a way that serves their needs and includes mutuality, utilizing intentional reflection, building community, and utilizing the tension of intention and emergence. These best practices, and other lessons learned, will be discussed in Chapter 5.

CHAPTER 5: DISCUSSION

Introduction

Chapter 5 offers a summary of this research study including; the statement of the problem, the research questions that created the foundation for the research study, a review of the methodology, and a summary of the findings from the previous chapter. The conclusion will include suggested implications for practice as a result of the findings, as well as proposed recommendations for future research.

Statement of the Problem

The National Leadership Education Research Agenda stated, “Global competence is increasingly a priority within higher education, and the development of global leadership knowledge and capacities are vital for the future of our global community” (Andenoro, et al., 2013, p. 25). Global leadership has begun to be included in leadership education curriculum, as evidenced by the survey, however there has been no comprehensive examination of how to successfully integrate global leadership. According to Hofstede, effective leadership in a global society requires an understanding of culture and an ability to interact cross-culturally (Hofstede & Hofstede, 2004). Oddou & Mendenhall wrote that global leadership education is imperative “as the world becomes increasingly interdependent, complex, uncertain, and dynamic [and] the challenge to understand and operate within that world...become[s] ever more difficult” (2008, p. 174).

Priority VII of the National Leadership Education Research Agenda is Global and Intercultural Competence. The brief acknowledged that, “this priority encompasses a focused charge for the development of global and intercultural competence and increased

understanding of leadership in a global context” (Andenoro et al., 2013, p. 25). Some scholars indicated that because leadership learning may be different than learning in a traditional classroom setting, leadership education may need alternative strategies for facilitating learning (Eich, 2008; Wren, 1995). However, there has been no research to date, that examines successful strategies for teaching global leadership.

Purpose of the Study

Therefore, the purpose of this study was to examine how global leadership was being taught, across the United States, within undergraduate leadership education programs. The resulting study was important for global leadership educators who are creating, implementing, assessing, and improving global leadership education programs.

The following research questions guided the study:

Overarching research question: How is global leadership being taught, if at all, to undergraduate students at colleges and universities across the US? The specific research questions guided data collection and analysis included:

- 1) To what extent is global leadership being taught to undergraduate students in curricular leadership programs?
- 2) What academic content (theories, texts, curriculum, experiential components, etc.) is being used to teach global leadership to undergraduate leadership students?
- 3) How is "effectiveness" being measured, if at all, and which methods have proven effective?
- 4) What best practices can be learned from those who are comprehensively teaching global leadership?

Review of the Methodology

This study used a mixed-method Explanatory Sequential Design (Creswell & Plano Clark, 2011) that included an initial mixed methods quantitative & qualitative survey, which helped to determine participants for the follow-up qualitative aspect of the study. A survey was conducted of undergraduate Leadership Majors, Minors, and Certificates, across the US, in order to gain a better understanding of how they were teaching global leadership. Using a mixed-methods survey, 57 leadership educators from across the nation completed the survey generating data for analysis. A *Global Leader Model* that was grounded in current and relevant literature on global leadership, was developed by the researcher for this study in order to better understand how global leader development was being taught. A Cronbach's alpha analysis indicated the *Global Leader Model* (Figure 19) was reliable, but the inclusion of process aspects (followership and context) was not. It is important to note that they still had statistically significant correlations and were often included in the curriculum. In addition, the lack of inter-correlation could have been due to respondents not seeing them as related concepts.

Furthermore, after completion of the initial survey, three respondents were interviewed in order to better understand assessment as well as best practices, which could inform others as they work to develop global leadership courses. Finally, document analysis was completed on the syllabi of the participating programs in order to better understand their curriculum.

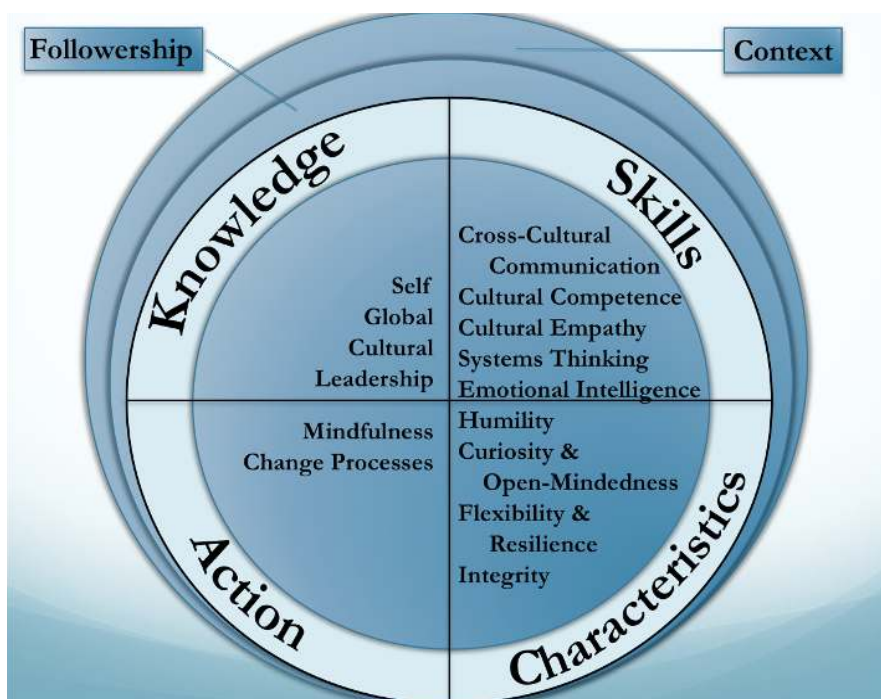


Figure 19. Global Leadership Development Model.

One significant finding of this study was the creation of the *Global Leadership Development Model*. It is important to note that the development of the model was not intended to oversimplify the teaching of a complex process. Learning global leadership is a multifaceted, dynamic, difficult process that does not follow a linear progression. Therefore, the cyclical model was intended to demonstrate that learning does not happen in a silo, nor do you complete one section before moving on to the next. Often you are building knowledge while using certain characteristics, and practicing your skills in order to take action, before reflecting on the process and starting anew. All of this nested in a dynamic global context with cross-cultural followers. There may be aspects missing from the model, or portions that may not make sense in a specific context. For instance, one respondent indicated that they did not teach humility, a characteristic included in the literature (Mendenhall, et al., 2008), but instead taught their students courage. The respondent stated, “we are in the Midwest, so humility is actually a barrier to success for

our students.” Therefore, if we teach our students that context matters, it also needs to matter when designing curriculum. A one size fits all approach would be detrimental to the teaching of global leadership.

Summary of Findings

Overarching Research Question

How is global leadership being taught, if at all, to undergraduate students at colleges and universities across the US? Through the survey, it was found that global leadership is being taught at the undergraduate level in leadership majors, minors, and certificates across the country. Of the 57 respondents, 23 responded that they were teaching global leadership and another 11 were teaching a related concept; cultural competency. A variety of curriculum, readings, assessments, and course structure were being implemented in order to increase student’s knowledge with an overall mean of 4.20 out of a 5 point likert scale (Always, Often, Sometimes, Rarely, Never), characteristics/traits with an overall mean of 3.49, skills with an overall mean of 3.49, followed by action with an overall mean of 3.28. The two process oriented aspects of the model (followership and context), also had relatively high instances of being included in the curriculum with overall average likert scores of 3.24 and 4.0 respectively.

Research Question 1

To what extent is global leadership being taught to undergraduate students in curricular leadership programs? A number of t-tests, Wilcoxon-Mann Whitney tests, and Kruskal Wallis tests, were run to try and understand what might be influencing how global leadership was being taught (e.g., institutional demographics, instructor demographics, how instructors define global leadership), and the only significant

influencer over how global leadership was being taught was if the institution had a Leadership Major. This is somewhat logical since a major would allow more opportunities to deeply teach the concept in a stand-alone course, or by integrating it in to several courses. Also, 9 of the 11 leadership majors included “organizational leadership” in the title, and 6 of the 11 are in departments dedicated to leadership studies. As mentioned in Chapter 2, the organizational leadership literature (Mendenhall, Osland, Bird, Oddou & Maznevski, 2008; House, Javidan, Hanges, & Dorfman, 2002; Hofstede, 2002) is where a significant amount of the work in global leadership has been conducted, this could be why they were better able to cover the model operationalized by the literature.

Research Question 2

What academic content (theories, texts, curriculum, experiential components, etc.) is being used to teach global leadership to undergraduate leadership students? Those who were teaching global leadership were overwhelming using the three theories most often found in the literature: the GLOBE Study, National Culture Models like Hofstede, and Intercultural Competency models. In addition, a number of business global leadership texts were in use for various programs; including Mendenhall, Hofstede, House, Livermore, etc., general leadership texts like the Northouse or Komives were also in use, along with several cultural competency readings: Bennett, Hall, McIntosh. Minor differences existed in the cross-tabs among institution type and instructor demographics; including theories in use and sources of learning.

The curriculum varied significantly across the study. Some courses included travel to another country, where students had the opportunity to deeply experience

another culture. This could be an important start to some student's' experience with cross-cultural competencies. While some other courses were location bound in the US, and contained opportunities to engage in their own community or using technology to connect to global communities. Courses also varied in length from a couple weeks to an entire semester, and many integrated experiential projects in order to facilitate learning.

The experiential learning is an important aspect of leadership education, and should be integrated into global leadership education. Kolb & Kolb indicated, "Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback..." (2006, p. 5). The experiential projects ranged from service learning, to interviews with global professionals, to problem-based learning projects, and many more. These projects allowed the students to practice their global leadership skills and learn from that application. Burbank, Odom, and M'Randa said, "It is recommended that formal leadership coursework integrate more opportunities for students to practice their leadership behaviors" (2015, p.193). Many global leadership educators seem to be taking on that recommendation.

Research Question 3

How is "effectiveness" being measured, if at all, and which methods have proven effective? Approximately half (53.9%) of the programs surveyed were using a measure of effectiveness beyond satisfaction based course evaluations. These varied from intentional learning outcomes, to pre and post testing students using a variety of instruments, to intentional assignment analysis, to reflective focus groups. Instructors who were

assessing said it was an integral aspect of their continuous program improvement. They also attributed the impactful assignments to those that were experiential and included intentional reflection.

Burbank, Odom, and M'Randa indicated, "By employing high-impact practices along with imparting leadership knowledge, leadership educators can develop their students' leadership capacities" (2015, p.182). High-impact practices include the action learning and experiential practices so many of the global leadership educators who participated in this study include in their programs. However, without conducting periodic intentional, objective assessments of global leadership education programs, how will leadership educators know which projects are impactful? This is why assessment needs to be included in any global leadership education program.

Research Question 4

What best practices can be learned from those who are comprehensively teaching global leadership? The second phase of this study included analyzing syllabi and follow-up qualitative interviews with institutions who were comprehensively teaching global leadership and evaluating their programs. The best practices offered by the leadership educators included comprehensively assessing your program and making adjustments, using intentional learning outcomes, using experiential learning, engaging with the global community in a way that serves their needs and includes mutuality, utilizing intentional reflection, the importance of building community within your class, and utilizing the tension of intention and emergence.

Community was mentioned numerous times in the second phase of the study. Participants spoke to classroom community, their local community, as well as the

international communities they were engaging with in their courses. Global leadership “classrooms” can look very different from program to program. Kahn and Agnew recognized,

Ideally, global classrooms develop learning communities where all students are involved in a sustained conversation with difference. What this requires is not just a new definition of classrooms but also an entirely new set of pedagogical approaches to teaching and learning. There is growing evidence of the benefits of global learning, including the development of a variety of cognitive skills and an increasing motivation to engage in professional development activities. (2015, p. 5).

As our classrooms evolve, and the communities we engage with change and develop, we may need to alter our teaching approach in order to transformation with it.

Significance of the Study

The major strength of this study was that it provided the first comprehensive examination of how, where, and what aspects of global leadership were being taught across the US. Due to the low response rate the findings are not generalizable, however the knowledge gained could be transferrable. This could allow for more intentional global leadership teaching practices, and better inform future course development on the topic. Additionally, the creation of the global leadership development model was significant and confirmed using correlations and Cronbach’s alpha. Therefore, this study could inform the practice of teaching global leadership as well as the conceptual knowledge used to guide current practice and possibly future research.

Limitations

Due to the nature of this study, which was limited to those who choose to complete the survey, there were a number of limitations including selection bias, subjectivity, and generalizability issues. In this study there was a selection bias stemming from the limited number in the sample, as some leadership education programs may have been missed during sampling. As discussed previously, the sample was skewed towards minors and certificates, with less representation from leadership majors.

Another limitation of the study was the fact that a single researcher wrote the survey, conducted the study, and may have unintentionally introduced a subjectivity bias. This was mitigated with the pilot expert review of the survey. In this study triangulation was difficult, however this limitation was managed during the qualitative phase using a review by inquiry participants (Patton, 2002, p. 560). Finally, as with all surveys, there could be a non-response bias, as those who were teaching global leadership may have been more likely to respond. The final limitation was that the small amount of qualitative interviews are not generalizable, but instead demonstrated how “success” was being measured and how that in turn effected curriculum decisions, which could be transferrable to other institutions with similar characteristics and contexts.

Implications

The implications of this study were that it assists in understanding global leadership education. Nevertheless, all universities could benefit by reflecting on how they are teaching global leadership and/or cultural competency. This study was conducted at a time when most universities were just beginning to teach global leadership and could help shape courses that were being created. Moreover, if an institution was already

teaching global leadership, this research could help them to teach it more effectively.

Hopefully this study will make a modest step towards a better understanding of how we could effectively teach global leadership to develop culturally competent change-makers of the future.

Several implications for practice can be drawn from this study. First, the most significant implication of this study was that it helped generate the *Global Leadership Development Model* to assist in understanding global leadership education. The model could be transferrable to a variety of contexts to suit the needs for individual institutions. The model does not specify how to teach each aspect, only what elements should be included, which allows for the instructor to scaffold for their specific course and context.

Second, global leadership could be included in undergraduate leadership education curriculum, in order to improve cultural competency, as indicated by those respondents who were assessing the growth of their leadership students. All three interviewees were able to indicate ways that their students had grown in their cultural competence from participating in global leadership courses. In addition, the National Leadership Education Research Agenda stated:

The daunting task of managing the complicated landscape of global dynamics requires new levels of preparedness and leadership. Thus, leadership educators are called to meet this challenge by developing quality curricula to address the need for intercultural capacity and globalized perspectives in the future leaders of our organizations. (Andenoro, et al., 2013, p. 26)

How can we prepare the next generation of leaders without teaching them to work cross-culturally through global leadership? With 40% of respondents indicating that they were

not teaching either global leadership or cultural competency, the leadership education field has some room for growth. Another 40% of leadership education programs who responded were already teaching global leadership. With a relatively low response rate of 28.4% these numbers may not be representative of the whole, but they do allow a glimpse of what may be happening in leadership education. The low response rate may be due to the timing of the survey, hectic schedules of leadership educators, or the length of the survey. However, if we wish to advance leadership education through research, participation in such studies should be viewed by faculty as a priority.

Third, the qualitative interviews indicated that there needs to be intentionality around the development of global leadership curriculum, while also allowing for students to participate in the emergent process. Designing curriculum and scaffolding for a complex course like global leadership requires an understanding of highly impactful education practices, and this may mean more faculty development. One example of a model for impactful practices was from an interviewee who spoke of intentional development on their campus through a semester long course and work group for faculty where they learn “how to make any course more global.” Faculty need to continue to be life long global leadership learners themselves.

Fourth, the study indicated that there is a need for more general global leadership publications that include context and systems thinking, as well as complexity models. 38% of respondents indicated they could not find a significant text to fit the needs of their course. Those who had were using such diverse texts that the opened ended question pertaining to readings was difficult to code as indicated in chapter 4. The lack of readings for undergraduate students in a variety of fields that were not leader-centric was

acknowledged in chapter 2. One interviewee said “I am not sold on the global leadership readings that exists, for our needs they need to be more context specific.” Many respondents indicated that they were using a variety of readings, from diverse fields, in order to create their global leadership curriculum. A more cohesive textbook, especially one that is intended for an undergraduate audience, could be a great foundation allowing for instructors to adapt for the context they are teaching in.

Fifth, when engaging in cross-cultural learning it is important to do so in a mutual way. One interviewee stated, “We try to respond directly to what they need, instead of developing our own project with our assumptions.” However, of the three respondents for the second phase of the study, two required travel and the third required cross-cultural contact and only one of the interviewees spoke to this. Many global leadership courses travel, or require some form of cross-cultural interaction, and it is important to adequately prepare students for that experience. There needs to be a shift in perspective to include mutual learning through a reciprocal process, without it we risk reinforcing ethnocentricity.

Sixth, the study participants reinforced the importance of experiential learning, one saying “the experiential projects they did...were the experiences they would bring up while reflecting.” It is often said that you cannot learn to ride a bike by reading a book, and the same can be said for leadership – students learn by doing. Furthermore, the importance of the experiential learning was augmented by reflection as a crucial aspect of the global leadership learning, as stated by the interviewees, which was also a theme reflected in the study. This mirrors what is indicated in the literature as Grandzol (2011)

found, “augmenting the leadership experience... with a formal course or reflection process would lead to even greater gains in leadership skills” (p. 67).

Finally, the importance of assessment was once again reinforced. Several respondents noted that assessment and feedback was an important part of their courses. If we want to turn our institutions into supporters of global learning and leadership development, we must never cease learning. Kolb & Kolb stated, “Institutional change does not happen overnight. It follows an iterative process of experimentation, feedback, and revision of those committed to create an educational system where learning matters” (2006, p. 63). All three interviewees indicated how they were assessing their learning outcomes and adapting from those assessments. However, it is important to note that 44% of the respondents were not assessing their courses beyond satisfaction based surveys. There is a need to not only create learning outcomes but also be able to understand if we have obtained them, and where we have room for growth. As Irving said,

Educational institutions must not exempt themselves from measuring what matters around intercultural competence. If the development of interculturally competent global leaders is one of the highest priorities for today's organizations (Gregersen, Morrison, & Black, 1998), educational institutions need to identify ways of measuring student learning outcomes around this area. (Irving, 2009, p. 8)

As global educators we need to continue evaluating what is working, developing as instructors, and changing curriculum to adjust to the dynamics of the global environment for which we are preparing our students.

Future Research Recommendations

The results of this study underscore several avenues for future research. First of all, additional studies need to be conducted with differing methodologies. The mixed-method nature of this study generated meaningful data, however, it only identified 23 programs teaching global leadership across the United States. A shorter, and less detailed survey could be designed in order to identify all institutions teaching global leadership across the United States for future research. In addition, a deeper study, such as a single case study design could be used to understand how curriculum is designed and implemented for a specific context. Yin (2014) stated that, “a case study is an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16). This method would allow a researcher to analyze a case while also accounting for important contextual conditions. This methodology would mirror the phenomena studied, in that teaching global leadership may be influenced by many contextual factors effecting decisions and choices made in the curriculum, which is often the case when practicing global leadership.

Second, a deeper analysis of the model could be conducted to determine if adjustments should be made to the model. In the survey, respondents had an opportunity to indicate if they were teaching something outside of the model for each section (knowledge, characteristics, skills, and action). No respondents indicated they developed knowledge outside of the 4 indicated areas (self, global, leadership, and cultural), four respondents indicated they taught other characteristics (inclusive, authenticity, trust, and courage), three indicated they taught other skills (stewardship, research, and global

citizenship), and when asked about ways to teach action besides mindfulness and change processes the open-ended responses described experiential projects. While, none of the responses repeated among the participants, some investigation could be made into whether these, or other aspects, should be included in the model. In addition, an assessment of the model could be conducted to determine the teaching global leadership model would work in other contexts. If we teach students that context matters, how does context influence the teaching of global leadership? For example, does the model endure at the graduate level? Or could it be used to prepare mid-level leaders for global leadership work? What about preparing global leaders for foreign service?

Third, additional research needs to be conducted into what projects and activities are actually producing growth in learners, specifically how are instructors teaching the leadership *process* and not simply the person. The need for assessment was echoed in the qualitative aspects of the study, as well as the use of experiential projects and reflection. All three interviewees mentioned the importance of their experiential projects as well as how it was impactful. However, there is a need to better understand how curriculum is coupled with reflection and what is involved in creating, implementing, and assessing impactful projects. In addition, a comparative analysis could be done of the various assessments used in teaching global leadership to better understand if and how they are producing development in future global leaders. Comparative analysis could also be done in partnership across institutions in order for global leadership educators to better understand effective ways to teach global leadership.

Fourth, a longitudinal study that could measure learning over time by following students or specific programs could be conducted in order to better understand curriculum

and programs that are producing growth and cultural competence in global leadership students. Specifically, the longitudinal study could examine coursework that creates long term growth. Some leadership educators, including some interviewed for this study, have noted that cultural competency gains developed can dissipate over time (Schuessler, 2015), a study that examines lasting growth could be helpful.

Finally, additional research could examine global leadership educators who are currently teaching global leadership. It is important that leadership educators “walk their talk” and continue to develop as instructors, keep abreast of current topics relevant to global leadership, and continue their own growth in cultural competency. In times of limited budgets and significant demands on faculty time, how are instructors accomplishing this?

Conclusion

“We live in a global context, one that is neither local nor national. The result is that the concept of community is no longer defined or limited by geographic boundaries; there are transnational and supranational communities.” (Reimers, 2009, p. 34). This shift influenced this study, which in turn created a model that helps the learner create a depth of cultural competency beyond knowledge acquisition. Reimers (2009) indicated there was a need for, “...A shift in our understanding of who should develop global competency and for a shift in how we think about the depth of competency, from a superficial and narrow focus to a deep and broad-based undertaking” (p. 33). As our world becomes increasingly interconnected, and continues to face adaptive challenges, we need to move to developing global leadership for all arenas.

In addition to developing global leadership in our leadership education programs

we also need to develop our students into life-long learners. It has been said that, “To be globally competent, and more importantly, to be a global leader in this century, it is not enough to have taken a course...” (Reimers, 2009, p. 33). Therefore, the results of this study are important for leadership educators who are developing, implementing, and assessing global leadership courses for undergraduate students. As well as those who wish to begin the process. With 40% of respondents indicating that they were not teaching either global leadership or cultural competency the leadership education field has some room for growth, and hopefully this study has taken a small step towards a better understanding of how to include global leadership into a general leadership curriculum.

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APPENDIX A

Teaching Global Leadership Questionnaire

This survey seeks to understand how global leadership is being taught to undergraduate students across the US. It is important that your university's data is accurately represented, and therefore, it is imperative this survey is completed by the person responsible for teaching global leadership or the person responsible for your Leadership Major, Minor, or Certificate. If you feel you have received this survey in error, please reply to the email you received with the name and email address of the person you feel is the appropriate contact person at your university.

NOTE: This survey also measures **cultural competency**, therefore even if you are not teaching global leadership you can still reply to the survey.

Respondents who complete the survey will be entered in a drawing to win one of two \$100 Amazon Gift Cards.

Global Leadership is an emergent concept in the leadership field combining leadership practices with those of cultural competency while highlighting the significance of a dynamic and complex context in the leadership process.

Institutional Information

What is the name of your college or university?

Which best describes your institution?

4 year public

4 year private, non-profit

4 year private, for-profit

2 year public

2 year private, non-profit

2 year private, for-profit

Other (Please Specify)

Does your institution have a religious affiliation?

No Religious Affiliation

Catholic

Christian, non-denominational

Jewish

Methodist
 Other Affiliation (Please Specify)

Which best describes the size of your institution?

10,000 or more full-time enrolled undergraduate students
 3,000-9,999 full-time enrolled undergraduate students
 1,000-2,999 full-time enrolled undergraduate students
 Fewer than 1,000 full-time enrolled undergraduate students
 Other (Please Specify)

Which best describes the location of your institution?

Rural
 Suburban
 City
 Urban
 Online
 Other (Please Specify.)

Does your institution offer a Leadership Major, Minor, or Certificate? (Select all that apply.)

Leadership Major
 Leadership Minor
 Leadership Certificate
 Other (Please Specify.)

What is the name of your curricular program(s) (i.e., Leadership Studies Minor, Organizational Leadership Major, etc.)?

Teaching Global Leadership

Within the last two years did you teach Global Leadership to undergraduate students in an academic credit-bearing course at your institution? Yes No

For the purposes of teaching, how do you define global leadership?

If no to previous question:

Within the last two years did you teach Cultural Competency to undergraduate students in an academic credit-bearing leadership course at your institution? Yes No

Note: If you choose "yes" you will continue through the survey and the questions will use the term "global leadership," which some define as leadership with an emphasis on global cultural competency. However, your selection of the term cultural competency will be used to code the responses.

For the purposes of teaching, how do you define cultural competency?

What department(s) and/or school(s) is your global leadership curriculum a part of at your institution? Department(s) School(s)

The following are some theories used to teach global leadership, which theory(ies) are currently included in your program? (Select all that apply.)

National Culture Models (Hofstede, etc.)

GLOBE Study

"Sophisticated Stereotype" Model

Intercultural Competence Model

Other (Please specify)

Do you use a specific leadership theory in conjunction to global leadership theories when teaching global leadership?

Yes No

Which Leadership theory(ies) do you explicitly teach in conjunction with global leadership? (Select all that apply.)

Adaptive Leadership

Authentic Leadership

Relational Leadership

Servant Leadership

Situational/Contingency Leadership

Skill Based Leadership

Social Change Model of Leadership

Trait Based Leadership

Transformational Leadership

Other(s) (Please specify)

Do you use a specific text or significant readings for teaching global leadership? Yes No
Which significant text/readings do you use? Please list the title and author.

Do your students take any leadership or cultural competency
assessment(s)/instrument(s)? Yes No

Which assessment(s)/instrument(s) do you use when teaching global leadership in your
program? (select all that apply.)

DiSC Profile

Leadership Practices Inventory (LPI)

StrengthsFinder

Cultural Intelligence (CQ)

Global Competencies Inventory (GCI)

Global Mindset Inventory (GMI)

Intercultural Development Inventory (IDI)

Intercultural Effectiveness Scale (IES)

Other(s) (Please specify)

Global Leadership Curriculum

The following questions will address the details of the curriculum you use to develop global leadership.

QUESTIONS PERTAINING TO KNOWLEDGE

Increasing students' knowledge is one aspect of teaching global leadership, which some instructors include in various curriculums.

How often do you intentionally teach to increase:

Knowledge around **global current events/issues** with your students?

Never Rarely Sometimes Often Always Not Sure

Knowledge around **cultural similarities/differences** with your students?

Never Rarely Sometimes Often Always Not Sure

Knowledge surrounding **leadership practices** with your students?

Never Rarely Sometimes Often Always Not Sure

Self-awareness (defined as awareness of one's traits, feelings, and behaviors), as they

relate to leadership, for your students?

Never Rarely Sometimes Often Always Not Sure

QUESTIONS PERTAINING TO CHARACTERISTICS/TRAITS

Some of the global leadership literature speaks of certain characteristics or traits global leaders need to have in order to be effective. Some of these are characteristics such as humility, curiosity, flexibility, resilience, and integrity.

To what extent, do you believe one can develop or foster global leadership characteristics/traits, or are they innate?

Characteristics/Traits are Innate

Characteristics/Traits are Mostly Innate

Characteristics/Traits are Partially Innate and Partially Learned

Characteristics/Traits are Mostly Learned

Characteristics/Traits are Learned

How often do you intentionally teach students about the following characteristics/traits of effective global leaders? Never Rarely Sometimes Often Always Not Sure

Humility

Curiosity/Inquisitiveness

Open-mindedness

Flexibility

Resilience

Integrity

Other(s) (Please specify)

QUESTIONS PERTAINING TO SKILLS

Some of the global leader development literature speaks of certain skills or capacities global leaders need to have; these can include skills such as Cultural Competence, Emotional Intelligence, Cross Cultural Communication, Context/Systems Thinking, and Cultural Empathy. The following questions will ask you about the frequency these aspects may or may not be included in your curriculum.

How often do you intentionally teach students about the following skills of effective global leaders? Never Rarely Sometimes Often Always Not Sure

Cultural Competence

(defined as an ability to interact effectively with people of different cultural backgrounds)?

Emotional Intelligence

(defined as the capacity to be aware of, control, and express one's emotions, and empathy)?

Cross-Cultural Communication (defined as understanding of how people from different cultures speak, communicate and perceive the world around them)?

Systems Thinking (defined as developing an increasingly deep understanding of underlying structure, regarded as systems, influence one another within a whole)?

Cultural Empathy (defined as the capacity to identify with the feelings, thoughts and behavior of individuals from different cultural backgrounds)?

Are there other global leader skills you teach? (Please specify)

QUESTIONS PERTAINING TO ACTION

The following questions will ask you about helping your students to translate the knowledge, characteristics, and skills to action when leading in global situations.

Translating learning to action can be difficult. How often do you intentionally teach students ways to lead the global change-process (defined as creating new strategies and putting them in action in an unfamiliar context)? Never Rarely Sometimes Often Always Not Sure

Recently a few articles have been published around translating the concepts of mindfulness when leading in global situations. How often do you intentionally teach students about mindfulness (defined as heightened awareness of self and the surrounding environment, and to be non-judgmental in experiencing the present)? Never Rarely Sometimes Often Always Not Sure

Do you teach other Action Oriented Curriculum? If yes, please specify:

QUESTIONS PERTAINING TO FOLLOWERSHIP

Followership is sometimes included in leadership curriculum. How often do you intentionally teach students about ways to understand how *followers* participate in, and influence the global leadership process? Never Rarely Sometimes Often Always Not Sure

How do you teach students about the ways *followers* participate in, and influence the global leadership process?

QUESTIONS PERTAINING TO CONTEXT

How often do you intentionally teach students about ways to understand *Context* (the dynamic, complex, global and cultural environment global leaders need to navigate)?

Never Rarely Sometimes Often Always Not Sure

How do you teach students about the ways to understand *Context*?

Additional Info

The following are sources of learning used in collegiate leadership programs. Which ones do you use to teach global leadership? (Select all that apply.)

Action Learning

Case Studies

Coaching

Film and TV Clips

Group Presentations/Project

Individual Development Plan

Journal Reflections

Lecture

Panel of Experts

Research leadership

Role-playing activities

Small group discussions

Other (Please specify.)

Some programs integrate experiential aspects into their teaching of global leadership in order to translate knowledge acquisition to attitude/behavioral change. Do you integrate any specific activities or projects your students engage in to learn global leadership? Yes
No

Please describe the activity or project (some details you could include are: topic, inside or outside classroom, group or individual, methods, is it problem-based, etc.)

What is the learning objective of the activity or project?

Some programs use methods to measure student learning in their attempts to teach global leadership beyond Faculty Evaluations (i.e., learning objectives, pre/post-testing, etc.).

Are there any procedures in place to measure the "success" of your class? Yes No

What are the methods you use to measure the "success" of your class? (Please specify)

Would you be willing to share your program description and syllabus/or an outline of your curriculum with the researcher? If so, please provide your email address and the researcher will contact you. If you prefer, you may send it directly to the researcher at taraedberg@sandiego.edu.

This is a mixed-methods study that will include a follow-up exemplary case study to gather additional data from one school who is identified by respondents as teaching global leadership well. Do you know of a higher education institution that is teaching global leadership successfully? Yes No

Name of the Institution teaching global leadership successfully. (Please specify)

Instructor Demographics

What is your gender? Female

Male Other

Which racial or ethnic group(s) best describe(s) you? Check all that apply.

Asian / Pacific Islander

Black / African American

Hispanic / Latino

Native American or American Indian

White (Non-Hispanic)

Other (please describe)

What is the highest level of education you have completed? *If currently enrolled, highest degree received.*

Bachelors Degree (BA, BS, AB, etc.)

Master's Degree (MA, MS, MENG, MSW, etc.)

Professional Degree (MD, DDC, JD, etc.)

Doctorate Degree (PhD, EdD, etc)

Have you ever lived outside of the United States for greater than 6 months? Yes No

Thank you for completing the survey. If you would like to be entered in the drawing for one of two \$100 Amazon Gift Cards please provide your email address.

APPENDIX B

Institution & Major, Minor, Cert

		Does your institution offer a Leadership Major, Minor, or Certificate? (Select all that apply.)				Total
		Leadership Major	Leadership Minor	Leadership Certificate	Other (Please Specify.)	
Which best describes your institution?	4 year public	10	28	11	5	30
	4 year private, non-profit	7	15	2	8	25
	4 year private, for-profit	1	0	1	0	1
	2 year public	1	0	0	0	1
	2 year private, non-profit	0	0	0	0	0
	2 year private, for-profit	0	0	0	0	0
	Other (Please Specify)	1	1	0	1	1
Total		20	44	14	14	58
Does your institution have a religious affiliation?	No Religious Affiliation	16	33	13	8	41
	Catholic	1	6	0	1	8
	Christian, non-denominational	2	1	1	2	4
	Jewish	0	0	0	0	0
	Methodist	0	1	0	1	1
	Other Affiliation (Please Specify)	1	3	0	2	4
Total		20	44	14	14	58
Which best describes the size of your institution?	10,000 or more full-time enrolled undergraduate students	10	28	9	6	30
	3,000-9,999 full-time enrolled undergraduate students	5	7	2	3	15
	1,000-2,999 full-time enrolled undergraduate students	2	7	1	3	8
	Fewer than 1,000 full-time enrolled undergraduate students	2	1	1	2	4
	Other (Please Specify)	0	0	0	0	0
Total		19	43	13	14	57
Which best describes the location of your institution?	Rural	6	10	4	3	13
	Suburban	7	12	5	3	15
	City	4	12	3	5	16
	Urban	3	9	2	2	13
	Online	0	0	0	0	0
	Other (Please Specify.)	0	1	0	1	1
Total		20	44	14	14	58

APPENDIX C

Institution and Teaching GL

		Within the last two years did you teach Global Leadership to undergraduate students in an academi...			Within the last two years did you teach Cultural Competency to undergraduate students in an academi...		
		Yes	No	Total	Yes	No	Total
Which best describes your institution?	4 year public	17	13	30	5	8	13
	4 year private, non-profit	5	20	25	5	15	20
	4 year private, for-profit	1	0	1	0	0	0
	2 year public	1	0	1	0	0	0
	2 year private, non-profit	0	0	0	0	0	0
	2 year private, for-profit	0	0	0	0	0	0
	Other (Please Specify)	0	1	1	1	0	1
	Total	24	34	58	11	23	34
Does your institution have a religious affiliation?	No Religious Affiliation	22	19	41	8	11	19
	Catholic	1	7	8	1	6	7
	Christian, non-denominational	0	4	4	0	4	4
	Jewish	0	0	0	0	0	0
	Methodist	0	1	1	1	0	1
	Other Affiliation (Please Specify)	1	3	4	1	2	3
	Total	24	34	58	11	23	34
Which best describes the size of your institution?	10,000 or more full-time enrolled undergraduate students	17	13	30	5	8	13
	3,000-9,999 full-time enrolled undergraduate students	4	11	15	3	8	11
	1,000-2,999 full-time enrolled undergraduate students	2	6	8	2	4	6
	Fewer than 1,000 full-time enrolled undergraduate students	1	3	4	1	2	3
	Other (Please Specify)	0	0	0	0	0	0
Total	24	33	57	11	22	33	
Which best describes the location of your institution?	Rural	5	8	13	2	6	8
	Suburban	8	7	15	1	6	7
	City	4	12	16	5	7	12
	Urban	7	6	13	2	4	6
	Online	0	0	0	0	0	0
	Other (Please Specify)	0	1	1	1	0	1
Total	24	34	58	11	23	34	
Does your institution offer a Leadership Major, Minor, or Certificate? (Select all that apply.)	Leadership Major	9	11	20	2	9	11
	Leadership Minor	20	24	44	8	16	24
	Leadership Certificate	9	5	14	1	4	5
	Other (Please Specify)	5	9	14	5	4	9
	Total	24	34	58	11	23	34

APPENDIX D

Institution and Sources of Learning

		The following are sources of learning used in collegiate leadership programs. Which ones do you u...													Total
		Action Learning	Case Studies	Coaching	Film and TV Clips	Group Presentations/Project	Individual Development Plan	Journal Reflections	Lecture	Panel of Experts	Research leadership	Role-playing activities	Small group discussions	Other (Please specify.)	Total
Which best describes your institution?	4 year public	12	14	9	16	17	9	12	14	7	9	7	19	3	20
	4 year private, non-profit	6	9	4	6	7	4	6	7	1	3	7	9	2	9
	4 year private, for-profit	1	1	1	1	1	1	0	1	1	1	1	1	0	1
	2 year public	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2 year private, non-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2 year private, for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other (Please Specify)	0	1	0	1	0	0	0	0	0	0	0	1	0	1
Total		19	25	14	24	25	14	18	22	9	13	15	30	5	31
Does your institution have a religious affiliation?	No Religious Affiliation	14	20	11	21	22	12	15	17	8	11	12	25	4	26
	Catholic	2	2	2	2	1	1	1	2	0	0	1	2	1	2
	Christian, non-denominational	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Jewish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Methodist	1	1	0	0	1	0	0	1	0	1	0	1	0	1
	Other Affiliation (Please Specify)	2	2	1	1	1	1	2	2	1	1	2	2	0	2
Total		19	25	14	24	25	14	18	22	9	13	15	30	5	31
Which best describes the size of your institution?	10,000 or more full-time enrolled undergraduate students	10	13	8	16	16	7	10	13	6	8	6	18	3	19
	3,000-9,999 full-time enrolled undergraduate students	5	7	4	5	5	5	5	4	1	2	5	7	2	7
	1,000-2,999 full-time enrolled undergraduate students	3	4	2	2	3	1	2	4	2	2	3	4	0	4
	Fewer than 1,000 full-time enrolled undergraduate students	1	1	0	1	1	1	1	1	0	1	1	1	0	1
	Other (Please Specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		19	25	14	24	25	14	18	22	9	13	15	30	5	31
Which best describes the location of your institution?	Rural	2	5	1	4	6	3	4	3	1	3	0	6	1	6
	Suburban	8	9	5	6	8	4	6	8	5	5	6	9	2	9
	City	4	5	2	6	4	3	3	3	1	1	3	6	0	7
	Urban	5	5	6	7	6	4	4	7	2	4	5	8	2	8
	Online	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other (Please Specify.)	0	1	0	1	1	0	1	1	0	0	1	1	0	1
Total		19	25	14	24	25	14	18	22	9	13	15	30	5	31
Does your institution offer a Leadership Major, Minor, or Certificate? (Select all that apply.)	Leadership Major	6	8	5	8	8	6	4	7	4	4	5	9	3	9
	Leadership Minor	14	20	10	19	19	9	14	17	6	10	11	24	5	25
	Leadership Certificate	6	8	4	6	8	6	5	6	3	2	2	9	2	9
	Other (Please Specify.)	6	8	3	7	7	4	6	7	2	3	4	9	1	9
	Total		19	25	14	24	25	14	18	22	9	13	15	30	5

APPENDIX E

Institution and Theory

		The following are some theories used to teach global leadership, which theory(ies) are currently...					Do you use a specific leadership theory in conjunction to global leadership theories when teachin...			Which Leadership theory(ies) do you explicitly teach in conjunction with global leadership? (Sele...										Total	
		National Culture Models (Hofstede, etc.)	GLOBE Study	"Sophisticated Stereotype" Model	Intercultural Competence Model	Other (Please specify)	Total	Yes	No	Total	Adaptive Leadership	Authentic Leadership	Relational Leadership	Servant Leadership	Situational/Contingency Leadership	Skill Based Leadership	Social Change Model of Leadership	Trait Based Leadership	Transformational Leadership		Other(s) (Please specify)
Which best describes your institution?	4 year public	8	16	1	15	10	18	13	8	21	8	6	4	4	3	3	10	1	7	5	13
	4 year private, non-profit	6	7	2	5	1	8	4	5	9	1	2	4	2	4	3	2	3	3	1	4
	4 year private, for-profit	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
	2 year public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2 year private, non-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2 year private, for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other (Please Specify)	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1
Total		16	24	3	22	11	29	18	14	32	10	9	8	7	8	7	12	5	11	7	18
Does your institution have a religious affiliation?	No Religious Affiliation	13	19	1	19	10	24	15	12	27	10	8	5	6	5	11	3	9	6	15	
	Catholic	1	2	2	2	1	2	1	1	2	0	0	1	0	1	0	0	0	1	1	
	Christian, non-denominational	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Jewish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Methodist	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	
	Other Affiliation (Please Specify)	2	2	0	0	0	2	2	0	2	0	1	2	1	2	1	1	2	2	0	2
Total		16	24	3	22	11	29	18	14	32	10	9	8	7	8	7	12	5	11	7	18
Which best describes the size of your institution?	10,000 or more full-time enrolled undergraduate students	8	15	1	15	9	18	13	7	20	8	6	3	4	3	3	10	1	7	5	13
	3,000-9,999 full-time enrolled undergraduate students	5	5	1	5	2	6	3	4	7	2	2	3	2	3	1	2	2	2	3	
	1,000-2,999 full-time enrolled undergraduate students	2	3	1	2	0	4	1	3	4	0	0	1	0	1	1	1	1	1	0	1
	Fewer than 1,000 full-time enrolled undergraduate students	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1
	Other (Please Specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		16	24	3	22	11	29	18	14	32	10	9	8	7	8	7	12	5	11	7	18
Which best describes the location of your institution?	Rural	2	4	0	4	3	6	5	1	6	3	2	2	2	1	0	5	0	3	2	5
	Suburban	6	7	0	7	4	8	6	3	9	4	2	4	3	3	4	4	3	5	1	6
	City	3	5	1	3	1	5	3	4	7	1	2	1	2	2	1	1	2	2	1	3
	Urban	5	8	1	8	3	9	4	5	9	2	3	1	0	2	2	2	0	1	3	4
	Other (Please Specify.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		16	24	3	22	11	29	18	14	32	10	9	8	7	8	7	12	5	11	7	18
Does your institution offer a Leadership Major, Minor, or Certificate? (Select all that apply.)	Leadership Major	9	10	0	8	5	10	7	3	10	5	4	3	3	3	4	3	5	4	7	
	Leadership Minor	12	19	3	19	9	23	15	11	26	9	7	6	5	6	11	3	9	6	15	
	Leadership Certificate	4	6	0	7	5	8	5	4	9	4	1	1	1	0	0	5	0	2	1	5
	Other (Please Specify.)	5	8	1	5	3	10	7	3	10	2	4	2	2	3	2	4	3	5	3	7
Total		16	24	3	22	11	29	18	14	32	10	9	8	7	8	7	12	5	11	7	18

APPENDIX F

Instructor Cross Tabs

		The following are some theories used to teach global leadership, which theory(ies) are currently...						Do you use a specific leadership theory in conjunction to global leadership theories when teachin...			Which Leadership theory(ies) do you explicitly teach in conjunction with global leadership? (Sele...										
		National Culture Models (Hofstede, etc.)	GLOBE Study	"Sophisticated Stereotype" Model	Intercultural Competence Model	Other (Please specify)	Total	Yes	No	Total	Adaptive Leadership	Authentic Leadership	Relational Leadership	Servant Leadership	Situational/Contingency Leadership	Skill Based Leadership	Social Change Model of Leadership	Trait Based Leadership	Transformational Leadership	Other(s) (Please specify)	Total
What is your gender?	Female	7	12	2	9	6	15	9	7	16	3	4	5	2	4	2	7	2	6	3	9
	Male	8	11	1	12	5	13	8	7	15	7	4	3	5	4	5	5	3	5	3	8
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	15	23	3	21	11	28	17	14	31	10	8	8	7	8	7	12	5	11	6	17
What is the highest level of education you have completed? If currently enrolled, highest degree...	Bachelors Degree (BA, BS, AB, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Master's Degree (MA, MS, MENG, MSW, etc.)	2	3	2	4	3	6	5	1	6	2	2	2	1	3	2	4	0	1	2	5
	Professional Degree (MD, DDC, JD, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Doctorate Degree (PhD, EdD, etc.)	13	20	1	17	8	22	12	13	25	8	6	6	6	5	5	8	5	10	4	12
Total	15	23	3	21	11	28	17	14	31	10	8	8	7	8	7	12	5	11	6	17	
Have you ever lived outside of the United States for greater than 6 months?	Yes	5	7	1	7	3	9	4	6	10	3	1	2	2	1	2	2	1	3	1	4
	No	10	16	2	14	8	19	13	8	21	7	7	6	5	7	5	10	4	8	5	13
	Total	15	23	3	21	11	28	17	14	31	10	8	8	7	8	7	12	5	11	6	17

APPENDIX G

Instructor vs. Sources of Learning

		The following are sources of learning used in collegiate leadership programs. Which ones do you u...														Some programs integrate experiential aspects into their teaching of global leadership in order to...		
		Action Learning	Case Studies	Coaching	Film and TV Clips	Group Presentations/Project	Individual Development Plan	Journal Reflections	Lecture	Panel of Experts	Research leadership	Role-playing activities	Small group discussions	Other (Please specify)	Total	Yes	No	Total
What is your gender?	Female	11	11	8	12	12	7	8	12	5	7	8	15	3	16	11	5	16
	Male	8	14	6	12	13	7	10	10	4	6	7	15	2	15	9	6	15
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	19	25	14	24	25	14	18	22	9	13	15	30	5	31	20	11	31
What is the highest level of education you have completed? If currently enrolled, highest degree...	Bachelors Degree (BA, BS, AB, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Master's Degree (MA, MS, MENG, MSW, etc.)	3	3	4	6	5	4	6	6	2	2	2	6	1	6	4	2	6
	Professional Degree (MD, DDC, JD, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Doctorate Degree (PhD, EdD, etc)	16	22	10	18	20	10	12	16	7	11	13	24	4	25	16	9	25
Total	19	25	14	24	25	14	18	22	9	13	15	30	5	31	20	11	31	
Have you ever lived outside of the United States for greater than 6 months?	Yes	7	10	4	8	10	5	7	8	5	6	6	10	0	10	5	5	10
	No	12	15	10	16	15	9	11	14	4	7	9	20	5	21	15	6	21
	Total	19	25	14	24	25	14	18	22	9	13	15	30	5	31	20	11	31

APPENDIX H

Responses to Open-Ended Survey Questions

For the purposes of teaching, how do you define global leadership?

The study of human behavior in the workplace, leadership, and organizational effectiveness always acknowledges the global/international context in which our graduates will need to lead effectively.

The course is hosted in the Department of Social Work, so I'm not sure how they define that.

Global Leadership is the study and practice of effectively leading and being on teams in a global business or organizational setting. Aligning others, who collaborate in global setting, to achieve a common goal.

We define global leadership as the aligning of leadership education/development with global competence and integration.

Leadership that is culturally responsive and aware of the interdependence of our global community.

The activity of making progress on difficult challenges with the consideration of local and global systems.

Global leadership is the doing of leadership (vision, motivation, goal setting, strategic planning, problem analysis, etc.) with a global lens - in other words, the ability to "do" leadership with a capacity to recognize the value of international relationships.

The ability to inspire and influence the thinking, attitudes, and behavior of people representing diverse cultural and institutional systems (Mendenhall, 2008).

We don't have a set definition -- draw on many (but not a sophisticated approach - very emergent).

I think about it as leadership that happens between people from different countries.

Global leadership is an engaged process requiring intentional reflection, study and research and the development of the ability to effectively lead cross-culturally. Seeking global leadership competency requires an understanding cultural context.

Global leadership is a relational process of affecting change, through ethical and collaborative action, implemented within the complex and dynamic global context.

How culture and leadership intersect.

Global leadership is the study of leadership in a global setting that focuses on a systems approach to leadership for the betterment of a global community.

The interconnected nature of solving complex problems.

Global leadership is an interdisciplinary study of leadership within the fabric of diverse cultures and industries.

Leadership in environments of extreme complexity and cross-cultural boundary spanning. An influence process across geographic and cultural boundaries.

For the purposes of teaching, how do you define cultural competency?

Based on the course learning outcomes: / • Student will demonstrate understanding of the social construction of difference in the context of the United States. / • Student will demonstrate knowledge of identity development, prejudice, inequality, and privilege.

The ability to understand the cultural norms of people in countries other than one's own. Understanding issues related to diversity and understanding how to work effectively across differences.

It is one session in a course. We look at how different cultures understand leadership-- mostly based on the House research.

A one semester course on the culture of the Middle East.

The ability to engage with others of different perspectives, values and believes in productive ways, appreciating and leveraging those differences.

Awareness and understanding of diverse American cultures, non-American cultures, and non-Western cultures and how to more appropriately and effectively interact with people from these cultures.

Understanding national, regional, and local cultures.

Awareness of one's own cultural roots, the influence it has on how one sees other cultures, and how to look at culture differently.

Ability to live and work in cultures other than your native culture.

Appreciation of human diversity (personal, society, and global); Awareness of and competency in effective communication.

Do you teach other Action Oriented Curriculum? If yes, please specify.

The only other area we cover is some limited discussion of cross-cultural behavior such as norms and taboos.

I try. :) I include action-oriented assignments including student selected current event article review and discussion (student led); small group student philanthropy project, small group research and presentation to "colleagues"

Engagement and Experiential Learning

Leadership As Social Change, exploring social justice and grassroots approaches to sustainable positive change

All students participate as consultants to organizations to complete a project. It is called Leadership Practicum

Group Process and Team Dynamics

Team based decision-making involving ethical case studies

Yes, all course in the Leadership Studies Minor are engaged courses

Crisis Leadership and Team Leadership

ENACTUS class

How do you teach students about the ways followers participate in, and influence the global leadership process?

Ask to engage in defining followership for themselves and the role followers play in developing strong leaders.

The students first read articles on followership (Kellerman and another model that escapes me at the moment) -- this provides them with foundational understanding of followership, allowing us to bring followers into the conversation as we examine leaders.

Followership theory as well as Bronfenbrenner.

Exploring locus of control and identifying competency similarities between effective leaders and followers using the Leader-Member Exchange theory.

In our global leadership experiences student learning outcomes focus on their ability to listen to local and community leaders. They are to participate first in the process, before focusing on leading.

We talk about it as part of a leadership relationship. And the field of leadership is moving toward the adaptive model where leadership is an activity that can happen from anywhere at any time.

Students must take the role of follower and of leader during the semester. They also will read about followership and team membership.

Through the service learning projects they conduct as a result of the course. They think about those within the class, those who are part of the project, stakeholders, and community volunteers and what each group might be expecting of them as leaders.

Lecture, discussion, readings, assessments and personal experiences

Personal/professional examples and case studies

Simulations/Case Studies

Shared leadership, follower-ship, leading up

Team-based case studies and Wiki development

By using a game entitled EcoTonos.

Articles on followership.

Through team case studies where one student is the leader and the others enablers.

Through the use of action-oriented assignments

We discuss the concept of first follower. A leader cannot be a leader without the willingness of a first follower. Without that one brave soul, there is no leader.

Leading in Place concept; YOGOWYPI - You Only Get Out What You Put In.

How do you teach students about the ways to understand Context?

We approach this from both a definitional standpoint, as well as from a cross-cultural competency perspective. As a definitional component, it's really about helping define

what global leadership is, and what kind of context makes it distinct from "traditional leadership."

In this class, we look at the cultural influences on country/region leadership perceptions and cultural dimensions (Hofstede) -- discuss why beliefs may differ from those who are influenced by "western" ideals -- discuss cases and current events

Through the use of the theories of VUCA and Nested systems (Bronfenbrenner).

Use of the cultural iceberg, using Hall's work on high and low cultural context in communication. Critically examining the globe study through the contexts of regions relative to each region's cultural context in majority and minority cultures.

We travel frequently to place students in the environments that encourage an understanding of context. We also bring numerous voices to our programs to relay first hand contextual knowledge to students.

Through our LEAD 350: Culture and Context in Leadership course, students learn about their own cultural context and that of others.

Contextual Leadership Theory by Rayona Sharpneck is used in exercises in the classroom Through readings primarily. I do a Global Issues module, where the students have to delve deeper into an issue of their choosing, using the Iceberg model. Also, we discuss competencies within different contexts, and I have them bring in unique global le By presenting current events happening in the country of the service project, and by asking students to find news of their own connected to that country. From their they analyze and discuss what the context is causing the events and how that might affect.

Hickman's book *Leading Across Contexts*; case studies and simulations; context paper assignment.

Describe your Experiential Projects

Lecture, discussions, video case study and personal experiences.

Through interactive discussions and a safe classroom space--being able to examine experiences that did or did not go well help provide the importance of context and better ways to understand culture.

Simulations/ case studies

Case studies; immersion experience in a different country.

Videos and analysis of feature length films to discovery themes associated with leadership traits and characteristics.

Through systems thinking, research, and interviews

I have an exercise that invites them to define who the "Other" is in a particular culture as a way to understand what is particularly valued

Through examples of High and Low Context Cultures

Various action projects in which they engage in leadership in a variety of contexts and then we process as a group.

Through interaction with International students. My class this semester has students from Saudi Arabia, Bulgaria, Montenegro, Brazil and the US. The groups have been set up so there are at least three cultures in each.

Through the use of specific examples - current in the news or case studies of situations
Not sure. It varies within conversations and what the students bring up. Nothing formal.

This is accomplished through a discussion about national cultures and how different worldviews affect organizational outcomes. Not everyone has a western perspective.
Case studies.

Please describe the activity or project

Student facilitation of some components of the course. The students are responsible for developing a lesson plan and facilitating a particular theory or concept as we move through the course. This is done entirely within the class.

Students must engage in a culture different than their own through a local or on campus organization, and reflect on that process.

1) Exploration of multiple nations immigration policies, meeting with local refugee support agencies and developing policy and service recommendations of change plans 2) Exploring issues with global impact through global media, exploring bias, cultural communication.

Our office has developed a course titled Global Service and Leadership where students receive academic credit to travel to other countries to support local philanthropic initiatives.

Our leadership class, LEAD 350, meets several times a semester with our English Language Program student classes. They get to know each other and learn about other cultures. It is a group experience.

Interterm travel courses.

Problem based learning through exercises in teams in class and a real consulting project. Service Learning project in Mexico as part of an initiative with Rotary District 6000. Students research travel destination for specific topics (environmental challenges, social issues, etc.) / Students contact international speakers at the travel location, serve as a liaison between the class and the speaker and then follow up with the speaker after.

International trip to Uganda to engage in service-learning projects, while living with local families.

Ethnographic research and mentoring programs

Each student interviews three international professionals in their field and does a qualitative analysis of the themes that arise as well as connects the themes to global research.

I teach using a semester long activity called a Global Change Campaign where students use the social change model to develop a change campaign and launch it.

The game Ecotonos

I have asked students in my Leadership Ethics class to do a digital story on some ethical challenge they have faced and dealt with.
Community Action Projects and internships.

What is the learning objective of the activity or project?

Deeper knowledge of a particular topic area in conjunction with more traditional academic assignments like an annotated bibliography.

Expand world-view; gain a greater understanding of and appreciation of beliefs and influences on those beliefs of those in other countries

To better understand a culture different than their own and think about how that might influence the activity of leadership.

Explore cultural context, engage in research, explore multiple perspectives and develop an action plan or leadership strategy.

The learning objective is to increase global competence, leadership and service capacities in students.

To learn and listen to others from different cultures and backgrounds.

Establish and achieve project goals using team work

_ Greater understanding of the complex and interdependent world issues, events and historical forces that shaped the current culture in Mexico; _ Increased knowledge of effective universal leadership attributes; _ The ability to list and demonstrate key b
Examine and apply leadership principles and skills in an international, multi-cultural context

Exposure to global issues in local settings in unfamiliar location.

Stewardship, ethics, and empathy

To learn to identify, define, and solve global issues, to understand the pressing global issues facing the field they are about to enter, and to practically apply the knowledge they have gained about intercultural leadership and systems thinking

The learning objective is to teach students about social change as leaders.
to help students understand cultural differences

Awareness of self and engagement with ethical dilemma

What are the methods you use to measure the "success" of your class? (Please specify)

Pre/post test, mailing using the Thriving Model

The student's final paper of their experiential learning throughout the semester is evaluated for learning and growth as compared to their early reflections.

Participation in University Learning Outcomes Assessments and LCE Minor Learning outcome assessments and specific assignment measures, in addition to standard university course evaluations
learning assessments

We have developed student portfolio assessments that reflect progress for each student with respect to the levels of exposure, integration and transformation a student experiences during these experiences.

Pre and Post Tests

Final reports on Leadership Practicum Project

Post Test / Final Reflective Group Presentation

Survey, written papers, team-based peer evaluations

We map student scores on their assignments to student learning outcomes and assign a degree of proficiency. We also use the IDI pre/post

Midterm evaluations / learning outcome evaluation / senior survey

Evidence of selected learning outcomes; group capstone project

Learning Objectives

Sponsor evaluations/peer evaluations

Peer reviews from the other students.

Course Evaluations and After-Action Reviews

The university uses a complex student learning assessment process that is built into the course as the curriculum is developed. 100% of all courses are assessed for student learning. A computerized assessment rubric is built into the gradebook. Assessment pre-post tests; leadership in class observations.

APPENDIX I

Interview Guide

In the survey you described an experiential project you used to teach global leadership.

How did you see your Experiential Project impact student learning?

Has your curriculum proven effective? If so, how? Which aspects of your curriculum specifically?

You indicated in the survey that you are measuring student growth, can you tell me more about your methods for doing so?

How have you adapted your curriculum from what you have learned from your assessment?

Do you have any specific curriculum that are increasing global leadership competencies and intercultural sensitivity?

You have taught your class a number of times, would you recommend any “best practices” you have learned while teaching global leadership to other instructors?

Anything you want to add, or anything I have missed?



Institutional Review Board Project Action Summary

Action Date: March 3, 2016

Note: Approval expires one year after this date.

Type: New Full Review New Expedited Review Continuation Review Exempt Review
 Modification

Action: Approved Approved Pending Modification Not Approved

Project Number: 2016-03-132

Researcher(s): Tara L. Edberg Doc SOLES

Dr. Cheryl Getz and Dr. Afsaneh Nahavandhi Fac SOLES

Project Title: Curricular Instruction of Global Leadership at Colleges and Universities in the United States:
A Mixed Methods Study

Note: We send IRB correspondence regarding student research to the faculty advisor, who bears the ultimate responsibility for the conduct of the research. We request that the faculty advisor share this correspondence with the student researcher.

Modifications Required or Reasons for Non-Approval

None

The next deadline for submitting project proposals to the Provost's Office for full review is N/A. You may submit a project proposal for expedited review at any time.

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