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DO METHODS MATTER IN GLOBAL LEADERSHIP DEVELOPMENT?
A MIXED-METHODS STUDY OF A U.S.-BASED INTERNATIONAL MBA
PROGRAM

A Dissertation

Presented to

The Faculty of the Morgridge College of Education

University of Denver

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Jennie L. Walker

August 2011

Advisor: Dr. Franklin A. Tuitt

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Title: DO METHODS MATTER IN GLOBAL LEADERSHIP DEVELOPMENT?
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Advisor: Dr. Franklin A. Tuitt
Degree Date: August 2011

Abstract

As world communication, technology, and trade become increasingly integrated through globalization, multinational corporations seek employees with global leadership experience and skills. However, the demand for these skills currently outweighs the supply. Given the rarity of globally ready leaders, global competency development should be emphasized in higher education programs. The reality, however, is that university graduate programs are often outdated and focus mostly on cognitive learning. Global leadership competence requires moving beyond the cognitive domain of learning to create socially responsible and culturally connected global leaders. This requires attention to development methods; however, limited research in global leadership development methods has been conducted. A new conceptual model, the global leadership development ecosystem, was introduced in this study to guide the design and evaluation of global leadership development programs. It was based on three theories of learning and was divided into four development methodologies. This study quantitatively tested the model and used it as a framework for an in-depth examination of the design of one International MBA program. The program was first benchmarked, by means of a qualitative best practices analysis, against the top-ranking IMBA programs in the world. Qualitative data from students, faculty, administrators, and staff was then examined, using descriptive and focused data coding. Quantitative data analysis, using PASW

Statistics software, and a hierarchical regression, showed the individual effect of each of the four development methods, as well as their combined effect, on student scores on a global leadership assessment. The analysis revealed that each methodology played a distinct and important role in developing different competencies of global leadership. It also confirmed the critical link between self-efficacy and global leadership development.

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My passion for global higher education historically has been rooted in my appreciation for diverse cultures, peoples, and languages. That passion has grown throughout this work. However, it has taken on a deeper meaning through my daughter. Geneva, you have been my source of inspiration and love over the last two years. I see the world through new eyes with you, and it is for you that I will continue my quest to develop greater global understanding and connection through higher education.

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Chapter One: Introduction

1.1 Statement of the Problem

As world communication, technology, and trade become increasingly integrated through the process of globalization, multinational corporations seek employees with global leadership experience and skills to help them succeed in the world marketplace. Leaders capable of understanding, functioning, and managing human resources in the global environment, offer firms a competitive advantage (Collings, McDonnell, & Scullion, 2009; Ang & Inkpen, 2008), especially those who are socially responsible and culturally connected. However, the demand for these skills currently outweighs the supply (Mobley, Wang, & Li, 2009, p. 195). In addition to the shortage, many of the current business leaders are ill equipped for global operations. “Leaders are being asked [by executives] to execute their agenda in more complex global environments and achieve results with fewer resources and to lead with less experience and seniority than did their predecessors” (Mobley & Weldon, 2006, as quoted in Mobley et al., 2009). Given the rarity of globally ready leaders (i.e., leaders who are ready to operate effectively in global business contexts), global competency development should be emphasized in higher education programs geared toward global business work, such as the international master’s of business administration (IMBA).

A look at the headquarter locations of the Financial Times Global 500 rankings (i.e., the top grossing companies in the world) shows the extent of this increasing

globalization of multinationals in the last five years (Meister & Willyerd, 2010, p. 22). Headquarters in the United States have declined by 17%, while those in China (+438%), Russia (+50%), India (+100%), and Brazil (+80%) have increased dramatically. Meister and Willyerd (2010) predicted that by 2020, the BRIC countries (i.e., Brazil, Russia, India, and China) will be the dominant centers of economic influence. However, a U.S. Fortune 500 survey revealed that 85% of companies surveyed did not have an adequate number of global leaders, and 67% of the existing leaders needed additional global skills and knowledge (Gregersen, Morrison, & Black, 1998). Furthermore, the sophistication of training programs among multinational firms varies greatly, and has been primarily based on the 1989 work of Bartlett and Ghoshal (Vloeberghs & Macfarlane, 2007).

Strategic and effective training is critical to the performance and engagement of global leaders. It has a direct impact on the strength of relationships built across cultures, and the performance of the organization as a whole (Vloeberghs & Macfarlane, 2007). Training and developing global leadership competencies is one of the top five organizational practices that significantly influence the effectiveness of multinational companies (Stroh & Caligiuri, 1998). It has also been identified as one of the top human resource issues noted by chief executives in these companies (Evans, Pucik, & Barsoux, 2002; Harris & Dickman, 2005).

Effective training of global leadership is costly, however. “You definitely have to spend more money to fill key positions and to have strong backup in place when you add the demands of global orientation and experience to the mix” (Berger & Berger, 2003 p. 257). Global leadership development programs must be strategically planned and

executed. Specific and relevant competencies must be identified, and development activities should be results-oriented (Vloeberghs & Macfarlane, 2007).

The reality, however, is that university graduate programs are often outdated (Osland, Bird, Mendenhall, & Osland, 2006), and focus mainly on cognitive learning methods. The limited research in this area has resulted in only two frameworks for program development (Mendenhall, 2006; Meister & Willyerd, 2010); neither of these fully addressed the complex learning structure needed to develop global leadership competencies in the 21st century. Adequate training for global leaders requires moving beyond the cognitive domain of learning, and including instruction and opportunities for students to develop social responsibility and a sense of connectedness to other cultures. Addressing additional domains of learning requires attention to development methods. In short, methods matter.

1.2 Purpose of the Study

The central purpose of this study was to propose and test a new model of global leadership development. This model, named the global leadership development ecosystem (GLDE), was developed based on extensive reading of the literature, and was tested in one International MBA program (referred to as Southwestern IMBA). Since this work both proposed a model and tested that model, according to Patton (2002), it contributed to both basic research (i.e., fundamental knowledge creation) and applied research (i.e., application of new knowledge). Patton (2002) further noted that basic researchers formulate and test theoretical constructs and propositions, and applied

researchers conduct studies that test applications of basic theory and knowledge to real-world problems and experiences.

A secondary purpose of this study was to contribute additional methodological diversity and intellectual rigor to the field, through the use of a mixed methods research design. Therefore, a concurrent-triangulation mixed methods research design was used to assess the individual effect of each development methodology in the GLDE model, as well as their combined effect on measurable global leadership competence in one IMBA program. By examining the overall program design, curriculum, and experiential learning components, the findings provided valuable information about the usefulness of the model and may contribute to redesigning the program to be more relevant and effective. More importantly, the model and the findings of this study may be useful in the design and evaluation of other globally focused leadership development programs. The researcher hopes that this dynamic model positively impacts the formation of socially responsible and culturally connected global leaders in the future.

1.3 Research Questions

The first two research questions were qualitative in nature; the third was quantitative.

Research Question 1: What development methods were used in this IMBA program to develop global leadership competencies?

The researcher sought to understand specifically what development methods were used in the Southwestern IMBA program within each of the four quadrants of learning methodologies identified in the GLDE model. Understanding how students were

specifically developed through each methodology was best answered qualitatively. Therefore, research question one was answered through qualitative interviews with students, faculty, staff, and administrators; through a review of the curriculum via the syllabi; and through classroom observation in the core IMBA courses.

Research Question 2: How do the key development strategies in this IMBA program compare to the top-ranking IMBA programs in the world in 2011, specifically as related to the literature on global leadership competency development?

To put the findings of the study into context, a best practices benchmarking analysis of the top ten IMBA programs in the world (according to the *Financial Times* 2011 ranking) was conducted. In addition to the purposes of the current research, the results of this analysis were also intended to contribute additional development methods to consider within the GLDE model. Specifically refining each quadrant of the model in the future will provide global leadership development programs across academic and business environments with useful examples of how global leadership can be developed effectively.

Research Question 3: To what degree does each methodology in the GLDE model predict high scores on the Global Mindset Inventory (GMI), compared to the combined effect of the development methodologies?

Research question three was best answered quantitatively, as it focused on the quantitative assessment of development methodologies. The researcher used data obtained from student scores on the GMI (Javidan, 2007), and responses to a Web-based survey, to test each quadrant of the GLDE model, and identify the effect of individual

methodologies on GMI scores. The quantitative scores in each methodology were then combined and tested to reveal the cumulative effect of the GLDE model on GMI scores.

The GMI is one of the only comprehensive and empirically based measures of global leadership competence. It measures three meta-competencies of global leadership, including intellectual, psychological, and social capital. It was designed and tested by experts in global leadership, as well as by psychometricians (Javidan, 2007). It has been administered more than 10,000 times, and refined from over 200 questions to 67 questions through psychometric analysis. The sophisticated research-based approach made it an ideal instrument for assessment.

The Web-based survey was designed for this research to quantitatively capture student experiences of development in each area of the GLDE model, as well as their self-efficacy in global leadership. Survey data provided valuable information about how the various learning methodologies in the program effected scores on the GMI.

Since research question three was quantitative, it was derived from the following research hypotheses.

Hypothesis 1: A high degree of development in three or more quadrants of the model leads to above average scores on the Global Mindset Inventory.

Hypothesis 2: Substantial international travel leads to above average scores on the Global Mindset Inventory.

Hypothesis 3: A high degree of self-efficacy leads to above average scores on the Global Mindset Inventory.

Hypothesis one was based on the theoretical underpinnings of the GLDE model (see section 1.7). The model was based on three theories of learning. This is why the hypothesis was that development in at least three of the quadrants leads to above average scores on the GMI. The literature review revealed the link between international travel and global leadership development, which led to hypothesis two, identifying international travel as a variable. Recent work by Javidan and Dibble (forthcoming, 2011), discussed the link between self-efficacy and global leadership development, which led to hypothesis three, identifying self-efficacy as a variable.

1.4 Definition of Terms

Best practice: “A practice which is most appropriate under the circumstances, especially as considered acceptable or regulated in business; a technique or methodology that, through experience and research, has reliably led to a desired or optimum result” (Dictionary.com).

Competency: “A combination of skills, abilities, and knowledge needed to perform a specific task (Voorhees, 2001, p. 8).

Competency model: “A competency model delineates the specific mix of knowledge, skills, and characteristics required to perform a role. Competency models focus on how business goals are met by specific roles. They are effective tools for employee selection, training, and development; succession planning, and performance management” (Heneman & Greenberger, 2002). “Competency models concentrate on desirable behavior rather than personality traits, because personality traits are difficult to measure” (Rutherford & O'Fallon, 2006).

Context: “Background, environment, framework, setting, or situation surrounding an event or occurrence” (Businessdictionary.com).

Culture: “Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values” (Hofstede, 1997).

Development: “The act, process, or result of developing” (Merriam-Webster.com). With respect to human resources, development refers to the strategies used to help employees acquire knowledge, skills, and experiences, encompassing multiple learning methodologies.

Ecosystem: “A system formed by the interaction of a community of organisms within their environment” (Dictionary.com). Ecosystem was used in this work to reflect the interaction of diverse learning methodologies and individuals in a learning environment.

Framework: “A basic conceptual structure” (Merriam-Webster.com).

Fortune Global 500: “The Fortune Global 500 is a list compiled and published annually by *Fortune* magazine that ranks the top 500 corporations worldwide by revenue. The United States lays claim to the most Global 500 companies in the world” (CNNMoney.com).

Global: *Global* was defined by Bartlett and Ghoshal (1989) to include distinctions between global (as *worldwide operations*, distinguished from *international* (operations in two countries), *multinational* (operations in several countries), and *transnational* (operations between countries, not necessarily within countries) (Vloeberghs &

Macfarlane, 2007). Since these terms were often used interchangeably in the literature, the word *global* in this research referred to any international interaction.

Global leadership: “The capacity to lead” (leadership defined by Merriam-Webster.com) people, both formally and informally, to accomplish tasks and build relationships throughout the different countries, cultures, and peoples of the world.

Globalization: “Worldwide movement toward economic, financial, trade, and communications integration. Globalization implies opening out beyond local and nationalistic perspectives to a broader outlook of an interconnected and inter-dependent world with free transfer of capital, goods, and services across national frontiers. However, it does not include unhindered movement of labor and, as suggested by some economists, may hurt smaller or fragile economies if applied indiscriminately” (BusinessDictionary.com).

Functional area: “Grouping of activities or processes on the basis of their need in accomplishing one or more tasks. An alternative term for business unit” (Businessdictionary.com). Functional area also refers to the “Grouping of individuals on the basis of the function each performs in the organization, such as accounting, marketing, manufacturing.”

Globally ready: A term referring to an individual who is fully prepared to operate effectively in global assignments.

Human Resources Development: “The part of human resources management which specifically deals with training and development of the employees. Human Resources Development includes training an individual after he/she is first hired,

providing opportunities to learn new skills, distributing resources which are beneficial for the employee's tasks, and any other developmental activities" (BusinessDictionary.com).

IMBA: International master's of business administration degree program, which is an MBA program that includes courses addressing international business.

International: "Of, relating to, or affecting two or more nations" (Merriam-Webster.com).

Leadership: The capacity to lead people, both formally and informally, to accomplish tasks and build relationships.

Local: "Of, relating to, or characteristic of a particular place: not general or widespread" (Merriam-Webster.com).

MBA: Master's of business administration degree program. "A typical MBA program deals with multiple aspects of business, including finance and management skills" (Businessdictionary.com).

Meta-competency: Larger groupings of related competencies (House et al., 2004).

Model: "A simplified representation of a system or phenomenon" (Dictionary.com).

Multinational corporation: Having divisions in more than two countries (Merriam-Webster.com). This term is often used interchangeably with *international corporation* and *global corporation*, all of which refer to operations beyond the country of origin.

National: "Of or relating to a nation" (Merriam-Webster.com).

Practice: “To do something customarily” (Merriam-Webster.com).

Quality: “A distinguishing attribute” (Merriam-Webster.com).

Regional: “Of, relating to, characteristic of, or serving a region” (Merriam-Webster.com).

Skill: “The ability to use one's knowledge effectively and readily in execution or performance” (Merriam-Webster.com).

1.4 Southwestern IMBA Program

The site of this study was an 18-36 month (depending on whether students were full- or part-time) IMBA program at a southwestern university. To protect the identity of the institution and the program, it was referred to as the Southwestern IMBA program throughout this work. According to the Southwestern IMBA Web site (2011 citation undisclosed to protect identity of institution), the average age of students was 28 years old. Approximately 52% were male, and 48% were female. Most students had five years of work experience prior to entering the graduate program. Only 1% of students in the IMBA program were international, compared to 15% for the traditional MBA program at the same university. Interviews with program administrators revealed that the low international enrollment may have been the result of greater marketing and admissions efforts focused on promoting the traditional MBA program.

Although the Southwestern IMBA program had a small, but growing roster of students, it was not among the top 100 ranked IMBA programs in the world. The director wanted to identify strategies to strengthen global leadership competency development and improve student experiences overall, for the purpose of growing the program and

improving its prestige through the IMBA program rankings. The director was interested in updating the curriculum, pedagogy, and potentially the overall program design based on the results of this research. The interest and commitment of the program director and associate director were key factors in attaining the deep level and frequency of access to participants, needed to test the model in a mixed methods research design.

Another key factor in selecting this site location was that the IMBA program had piloted the use of the GMI in 2009, and was planning to begin using the assessment regularly at convocation and graduation to assess the IMBA student development pre- and post-program. The GMI is one of the few comprehensive global leadership assessments in the world, according to a review of the relevant literature. Since this assessment was already planned, the cost associated with using the instrument was not a barrier to undertaking the research.

1.5 Significance of the Study

According to Osland (2008), only 10 empirical studies on global leadership competency development had been published as of 2008. Scholarship that *does* exist on the topic was often criticized for its lack of methodological diversity and intellectual rigor (Vloeberghs & Macfarlane, 2007). Therefore, this study was unique in three ways: a) it added to the literature by contributing a global leadership development model, b) it tested the efficacy of a global leadership development model in a program focused on developing global leaders, and c) the mixed methods design contributed additional methodological diversity and intellectual rigor to the global leadership field.

Only two development models illustrating the actual processes by which global leadership competence was developed were revealed in the literature review. The first, the pyramid model of global leadership (Mendenhall, 2006), centered on competency-based learning. Mendenhall's (2006) work contributed useful analysis of how knowledge, skills, and abilities might be ordered in hierarchical learning. The literature review clearly showed, however, that the complexity of global leadership development required a complex learning model that integrated multiple ways of learning in a non-linear fashion.

The second model, the social learning ecosystem (Meister & Willyerd, 2010), was a dynamic development model based on three theories of learning: cognitive, humanistic, and social, which was valuable in laying the foundations for the more complex learning model of this study. However, due to the fact that Meister and Willyerd's (2010) model was not linked to a specific development area, customization was required to make it relevant for a specified application. This led to the creation of the GLDE model.

The current research revealed valuable evidence about the limited effects of individual development methodologies compared to the dynamic effect of diverse methodologies used together. Identifying these effects provided valuable information to inform the design and evaluation of global leadership development programs, which will have cost- and time savings implications for organizations. The results of the study also contributed to refinements of the model for practical application.

As discussed in the literature review in Chapter 2, most of the empirical studies of global leadership used qualitative interviews and surveys. This mixed methods research

design included both of these, but also added quantitative analysis of the relationships between the results of a global leadership assessment, and the experiences of developing global leaders. Furthermore, a review of the relationship between the development model and the development methods in the program (through analysis of course syllabi, and faculty and administrator interviews) provided concrete examples of how global leadership may be developed within each development methodology in the model. By using a mixed methods research design and triangulating the results in the analysis, this study contributed additional methodological diversity and intellectual rigor to the global leadership field.

1.6 Conceptual Model: The GLDE

The GLDE was introduced in the current research, and served as the conceptual model. This model integrated three learning theories: cognitive, humanist, and social. It then linked the meta-competencies of global leadership to the areas of learning where they were, theoretically, best developed. Global leadership was found to be a complex area that required development in the cognitive and affective domains. This complexity of learning required a development model that was equally complex. The word *development* was used intentionally. Learning described a process, with a number of variations, arranged in a hierarchy; development described a process of progressing through the hierarchies of learning (Bradbery, 2007). Furthermore, an ecosystem was defined as a system formed and sustained by the interaction of all parts of the system (Dictionary.com). The complex nature of global leadership development necessitated

concurrent activities in each quadrant of the model. Each quadrant was formed and sustained by the other quadrants.

As shown in Figure 1, each development methodology is represented by a different color quadrant. The model also illustrates the connection between each area of development and their theoretical underpinnings, indicating appropriate types of development activities and assessments. This is useful to ensure accurate translation between the model and implementation, especially in cases where the program designers (whether corporate trainers or business faculty) do not have specific expertise in learning theories and their associated activities.

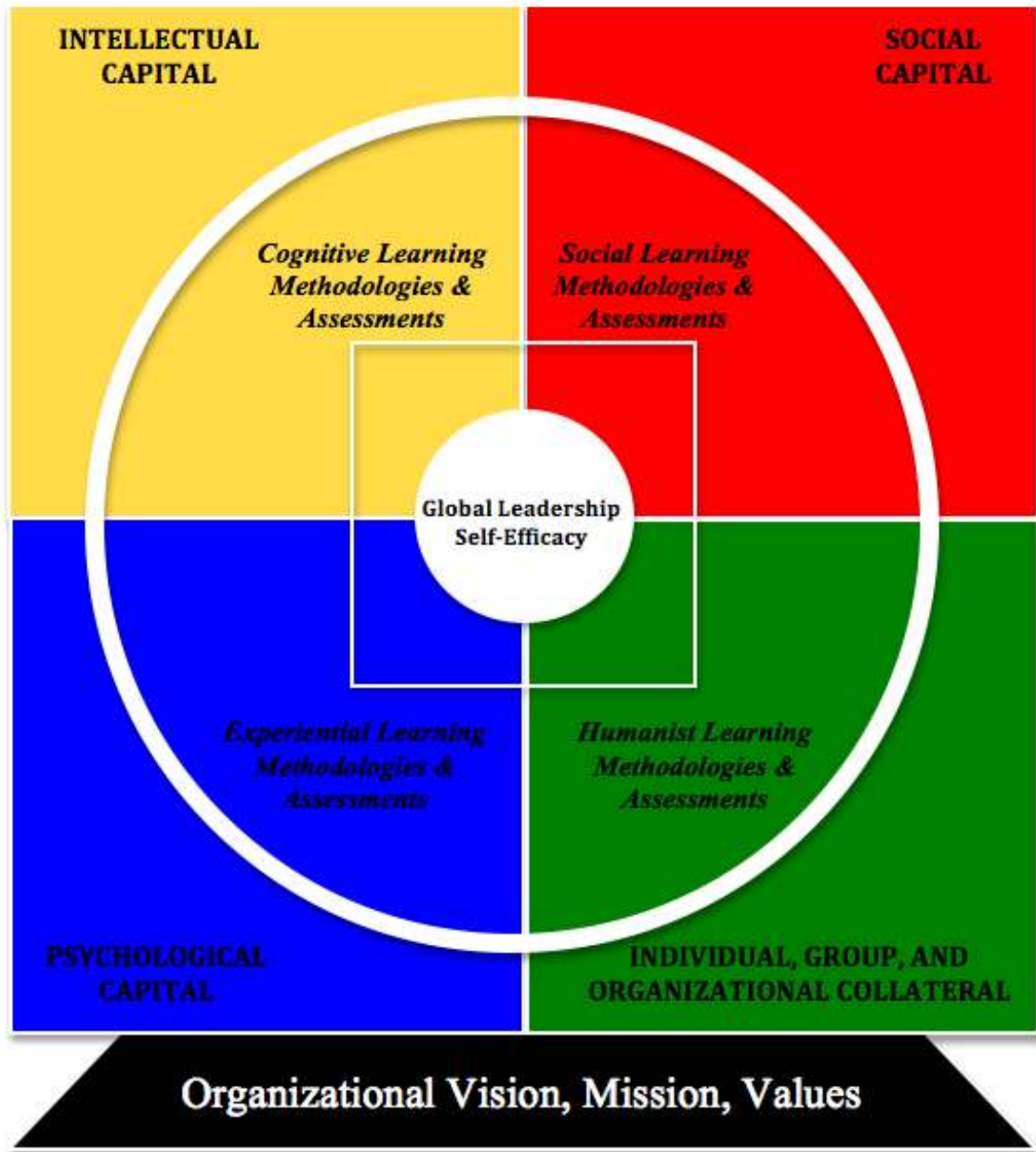


Figure 1. The global leadership development ecosystem (adapted from Meister & Willyerd, 2010; House et al., 2004).

Intellectual capital is primarily built through cognitive learning methods, social capital through social learning methods, and psychological capital through experiential

learning methods (which fall under the umbrella of humanist learning methodologies). Individual, group, and organizational capital comprises global leadership meta-competencies that were identified in the literature review, but were not empirically tested. It was hypothesized that individual, group, and organizational capital was best built through humanist learning methods. This quadrant of competency was included in the model to test whether they should be treated as a distinct category from psychological capital.

The small white square in the center of the model represents preexisting global leadership traits, knowledge, skills, and abilities, which expand following the training. However, the quadrants are intentionally designed to extend beyond the limits of self-efficacy, as the boundaries of global leadership are not yet fully understood, but thought to be expansive in nature.

The GLDE model also illustrates the centrality of self-efficacy in the development process. Javidan and Dibble (forthcoming, 2011) accurately point out that there is no existing theory of global leadership effectiveness. To this end, they explored the connection between self-efficacy (Bandura, 1989) and leadership effectiveness. Self-efficacy is a potentially important prerequisite for, and moderator of global leadership (Javidan & Dibble, forthcoming 2011). It is represented by the small white circle at the center of the model that expands into a larger white circle following the treatment of the three learning methodologies. Assessments are specifically integrated in the model to further develop self-efficacy. While integrated and engaging development programs can

serve to build self-efficacy, assessments can be important as evidence of mastery in knowledge, skills, and abilities that confirms and grows self-efficacy even further.

Finally, the model shows how the organizational mission, vision, and values support and sustain global leadership development in an organization by holding it up as a base. A professional training organization called DDI (2009) found:

The most effective development programs in the *Global Leadership Forecast* [an assessment of leadership development programs] were more than twice as likely as the least effective to align the skills leaders needed to develop with their organization's business priorities and related leadership competencies. (p. 36).

The organizational vision and mission should reflect the need for global leadership, and global leadership development should connect to and reinforce the organizational vision and mission. This circularity may necessitate revisions to the organizational vision, mission, and values.

1.8 Delimitations

The following delimitations restricted the scope of this study:

1. The study was confined to the Southwestern IMBA program. This allowed the researcher to meet the time demands of mixed methods research (Clark & Creswell, 2008). It also allowed the researcher to accurately triangulate findings across data sources, which were all from the same program. Furthermore, the researcher was able to control the associated costs of the research that would otherwise have been prohibitive. The compelling findings may inspire other programs to participate in a larger scale study.
2. Only IMBA students participated in the study, which excluded MBA, MS, and special-status students. Preliminary interviews with administrators in the College of

- Business revealed that the MBA and MS programs did not have any required, globally focused curriculum or experiences; therefore their inclusion was inappropriate.
3. This study was confined to the 2010-2011 academic-year calendar, to allow maximum access to students, faculty, administrators, and staff.

1.9 Limitations

The advantages and limitations of mixed methods designs have been widely discussed in the literature (Creswell, 2002; Creswell, Goodchild, & Turner, 1996; Green & Caracelli, 1997; Moghaddam, Walker & Harre, 2003). Because all methods of data collection have limitations, the use of both quantitative and qualitative methods can neutralize or cancel out some disadvantages of particular methods (Clark & Creswell, 2008). Green and Caracelli (1997) pointed out that social phenomena are so complex that different methods are needed to understand their complexities. Global leadership development was a complex process that required multiple streams of analysis.

Jick (1979), one of the first to discuss the integration of qualitative and quantitative data, outlined specific limitations, such as “the need to reconcile divergent results, difficulty of replicating complex studies, using each method in a significant way, matching the approach to the overall research purpose, and managing constraints like the required amount of time” (Clark & Creswell, 2008, p. 179). Findings that produced divergent results in this study were reconciled through a comprehensive analysis. While exact replication of the study and methods may not be possible in all global leadership development programs, due to differences in resources, access, and time, all the study

elements could be replicated to a degree. This study design might be useful in testing the effect of learning methodologies in other global leadership development programs.

Given the relatively small sample size and single case study design, the findings were not generalizable to other IMBA programs. However, they may have transferability. Morgan, 2007 (as cited in Clark & Creswell, 2008) defined transferability as the application of things learned in one context as empirical issues in similar contexts. The focus is on what people can do with the knowledge produced rather than on arguments about generalizability (Morgan, 2007; cited in Clark and Creswell, 2008). These findings may help the administrators of other global leadership development programs to identify and adopt more effective strategies in the development of global leadership competencies.

1.10 Summary

This chapter discussed the need for further research in global leadership development to produce a greater supply of socially responsible and culturally connected leaders in the global marketplace. Since few empirical studies existed in the literature, especially from a higher education perspective, the study's purpose was outlined to include the proposal and testing of a new, research-based model of global leadership development. The GLDE model was discussed briefly in this chapter, as it served as the conceptual model for the study. It will be discussed in more depth in Chapter 3. Chapter 2 will provide a review of the literature on global leadership development. The review aimed to identify how global leadership was defined and which competencies were identified as critical for development in the 21st century.

Chapter Two: Review of the Literature

The objectives of this review were to determine how global leadership was defined, and which competencies were considered necessary for effective global leadership in the 21st century. The focus was on literature from the year 2000 and later, to reflect the most current knowledge, skills, and practices. Some pre-2000 research was included from widely recognized studies, and in cases where a gap existed in the most current literature.

2.1 Definition of Global Leadership Competence

An understanding of global leadership competencies first required an understanding of the two central concepts: global leadership and competencies. The construct of global leadership was developed in the 1990s in response to the need of corporations to expand internationally, and to develop global competition strategies (Mendenhall & Osland, 2002, as cited in Osland et al., 2006, p. 204). Corporate executives recognized the need for global capabilities, and created company-specific models and training, however these were not based on the most effective practices of global leadership or global leadership training derived from empirical data “Because global leadership is a young field of study, many of these models and training programmes, including those offered by universities and consulting companies, are not based on an extensive body of empirical research that identifies effectiveness in global leadership or global leadership training” (Osland et al., 2006, p. 204). Furthermore,

global leadership training tended to reflect a western, specifically American, bias (Dickson, Den Hartog, Mitchelson, 2003). The exemplar of a global leader in the 1990s was the “geocentric globetrotter,” who was transferred from country to country to manage foreign operations (Graen & Hui, 1999).

2.1.1. Global leadership defined.

These early approaches to global leadership reflected the application of traditional, domestic leadership definitions to global contexts (Yeung & Ready, 1995).

Adler (2001) summarizes the problem with this application:

Global leaders, unlike domestic leaders, address people worldwide. Global leadership theory, unlike its domestic counterpart, is concerned with the interaction of people and ideas among cultures, rather than with either the efficacy of particular leadership styles within the leader’s home country or with the comparison of leadership approaches among leaders from various countries – each of whose domain is limited to issues and people within their own cultural environment. (p. 77)

The definition of global leadership assumes diversity while traditional leadership definitions do not always do this. For this reason, it was not appropriate to draw a definition of leadership from the traditional leadership cannon.

The literature review revealed that global leadership scholars focused on defining contexts (e.g. international, transnational, multinational) and competencies rather than advancing definitions of what the term ‘global leadership’ actually meant (Osland, 2008). Therefore, it was important to define the term by drawing on key distinguishing factors for global leaders that were discussed in the literature. Perhaps the most important element in formulating a definition of global leadership was to define what constituted a successful outcome.

Graen and Hui (1999) advocated for a separate and distinct definition of global leadership. They argued that global leadership in the 21st century required transcultural creative leaders. These were leaders who transcended their own acculturation to respect different cultures, built trusting cross-cultural partnerships, engaged in creative cross-cultural conflict resolution, and constructed “third cultures” in their operations (Graen & Hui, 1999). Graen and Hui’s (1999) contribution defined an outcome where transformational, inclusive cultures were built as a result of effective global leadership. This focus on the transformational potential of leadership, where all involved parties are positively changed (Bass, 2008; Burns, 1978), is in contrast to transactional relationships, where the focus is on the completion of tasks simply in exchange for remuneration or favor.

The ability to transcend that Graen and Hui (1999) mentioned was a reflection of the need for applied knowledge, skills, abilities, and attributes (Osland, 2008). Therefore, a comprehensive definition of global leadership, drawing from the broader global leadership literature and incorporating Graen and Hui’s (1999) identified outcomes was formulated as follows:

Global leadership involves the *activation* and *application* of essential attributes, knowledge, skills, and abilities needed by a person at any functional level in a multinational organization to transcend his or her own acculturation to respect different cultures, build trusting cross-cultural partnerships, engage in creative cross-cultural conflict resolution, and construct socially responsible and culturally connected third cultures.

Global leadership is a transformational, multidirectional process. The definition identifies what is required for global leadership (i.e. activation and application of

essential attributes, knowledge, skills, and abilities), as well as the process (i.e. transcending acculturation), goals (i.e. respect for different cultures, trusting cross-cultural partnerships, cross-cultural conflict resolution), and intended outcome (i.e. socially responsible and culturally connected third cultures). The scope of leadership was intentionally broad to encompass all levels of leadership across functional areas within an organization. This reflected the researcher's position that all people in organizations are leaders in their respective areas, and to create a definition that was useful for foundational global leadership development work. The focus on social responsibility and cultural connection was found to be a critical aspect for 21st century global leadership that will be discussed later in this literature review and in Chapter 3, on the creation of the conceptual model used in this research.

2.1.2. Global leadership competencies defined.

As previously stated, much of the global leadership literature focused on the requisite competencies of global leadership (Osland, 2008). Arguments against universal competencies for global leaders discuss the distinction between competencies needed to operate in different functional areas, at different levels of management, and in different cultural contexts (Bartlett & Ghoshal, 1992). "Leadership requirements vary by level, culture and situation, as well as by functions and operating units, so competency lists might not apply across the board" (Conger & Ready, 2004, as cited in Osland et al., 2006, p. 210). There is additional training needed beyond the global leadership competencies identified here to successfully prepare for these considerations. As Collings et al. (2009) stated, "Indeed, it is important to recognize that the requirements of different roles may

call for specific leadership requirements among individual managers. Hence, we call for a contingency approach to global leadership, i.e., one which emphasizes the generic competencies required by the global leader while allowing scope for additional requirements of specific posts” (pp. 15-16). The additional requirements of specific posts generally varied on two dimensions: level of management and cultural context.

The intent of this research was to define the variform universal competencies of global leaders. Lonner (1980, as cited in Dickson et al., 2003) distinguished between the simple universal, which did not call for variation across cultures, and the variform universal, which did. The competencies identified in this study serve as a universal foundation, but may be enacted differently as needed in specific contexts. Foundational global leadership competencies are crucial for leadership programs in which student development is removed from specific contextual considerations. A grounding in the essential global leadership competencies will provide a solid foundation from which further development efforts can be built. “[T]o paraphrase Albert Einstein, we cannot hope to tackle the problems and opportunities of this new work environment with the same competencies and mind-sets used to create it...we need to develop and apply ways of thinking and acting that at a minimum are at the same level of complexity and interconnectedness as the challenges and opportunities before us” (Hoppe, 2007, p. 21).

Literature on global leadership competencies varied widely in depth and breadth. One literature review (Mendenhall & Osland, 2002) identified 56 global leadership competencies. Significant overlap existed across competency lists. Since the field of global leadership is new, the goal of some studies was to simply identify all possible

competencies needed by a global leader. The smaller list of *key* competencies was a source of debate, however. Some authors advocated for developing a global mindset (Meister & Willyerd, 2010; Meyer & Kirby, 2010; Osland et al., 2006). This concept was pervasive throughout the literature, yet was criticized for its ambiguity. However, it suggested an explanation for why numerous authors promoted a variety of individual competencies (Connor, 2000; Goldsmith & Walt, 1999; Jordan & Cartwright 1998; Spreitzer, McCall, & Mahoney, 1997).

The individual competencies cited were often tied to specific roles or contexts. The most recent research to identify global leadership competencies indicated agreement among researchers that the multitude of knowledge, skills, and abilities that comprised global leadership were larger than individual competencies; they were actually meta-competencies (Caliguiri & Di Santo, 2001; Dainty 2005; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Javidan, 2010; Jokinen, 2005; Mendenhall & Osland, 2002; Noddings, 2005; Osland et al., 2006). The most extensive study of global leadership meta-competencies, named the GLOBE (Global Leadership and Organizational Behavior Effectiveness Research) project, was first published in 2004 (House et al., 2004), and is ongoing at the Thunderbird School of Global Management (Javidan, 2007).

2.2 Global Mindset: The Inception of Global Leadership Competencies

The concept of a global mindset first appeared in the literature in Perlmutter's (1969) taxonomy of multinational corporations (Osland et al., 2006), which discussed developing a mindset for organizational scope. Since that time, global mindset has been discussed in many articles (Bartlett & Ghoshal, 1989, Beechler & Javidan, 2007, Begley

& Boyd, 2003, Cohen, 2010; Gupta & Govindarajan, 2002, Javidan, 2007; Jeannet, 2000; Kedia & Mukherji, 1999; Kefalas, 1998; Maznevski & Lane, 2004; Paul, 2000; Rhinesmith, 1992, 1993; Srinivas, 1995) based on the experiences of consultants, or on the conceptualizations of academics (Osland et al., 2006). Due to the dearth of empirical studies, however, there has been little agreement on how to define, measure, or develop the concept.

Definitions of global mindset vary widely. For example, Rhinesmith (1993) defined it as “the ability to scan the world from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional or organizational objectives” (p. 24, as cited in Osland et al., 2006, p. 199). Rhinesmith’s (1993) definition was task-oriented and context neutral. Maznevski and Lane’s (2004) definition of global mindset emphasized the importance of context in both understanding and implementation: “the ability to develop and interpret criteria for personal and business performance that are independent from the assumptions of a single country, culture, or context; and to implement those criteria appropriately in different countries, cultures, and contexts” (p. 172, as cited in Osland et al., 2006, p. 199). Cohen (2010) advanced a similar definition: “a global leadership mindset is the ability to take a global rather than country-specific view of business and people, and be able to apply this perspective to a country, taking into account its culture” (p. 4). While Javidan et al. (2007) defined a successful global mindset as “the ability to influence individuals, groups, and organizations with a different cultural perspective in the host country to achieve the company’s goals” (p. 5). Even though the debate continues among

researchers on exactly what constitutes a global mindset, multinational business leaders consistently cited it as the catalyst for effective leadership.

Surveys of executives and senior leaders in multinational corporations have said that having a global mindset was a prerequisite to effectively managing transnational corporations (Osland et al., 2006). Cohen (2010) argued that it was, in fact, the most important aspect of effective global leadership, providing a competitive advantage. However, Cohen (2010) went on to say that a global mindset was a perspective, not a set of skills or experience, which begged the question: how can a global mindset be fostered in leaders if the component parts of its conceptualization have not been identified?

Making the assumption that the interconnected nature of business in the 21st century will lead people to acquire a global mindset through daily interactions or observations is not wise. Global leadership development requires strategic design to produce the desired outcomes. Despite the business and geographical interconnection, Javidan (2009) said that most people were not educated to work with the intense diversity of global interactions: They say the world may be flat, but it is bumpy in employee interactions. “In a bumpy world, we need leaders who can see past culture and politics to engage people who are wholly unlike themselves” (p. 113).

A mindset alone is unlikely to create global leaders. “To understand the cultures of other countries and to be open-minded in their dealings with people from other cultures, leaders need to be able to have the ability and perspective to make comparisons between their own cultures and those of others” (Javidan & Dastmalchian, 2009, p. 44). Perspective is important but it must be combined with ability. From a learning and

development standpoint then, the global mindset must be broken down into competencies; specific knowledge, skills, and abilities (KSAs). Since global leadership encompassed many competencies, recent research efforts were focused on identifying meta-competencies.

2.3 Meta-Competencies of Global Leadership

Although this literature review was conducted based on a non-role specific view of leadership, the argument for meta-competencies rather than individual competencies was supported by Javidan and Dastmalchian's (2009) examination of the complexity of roles and responsibilities performed by global leaders, as shown in Figure 2. These roles illustrated the meta-competencies required.



Figure 2. What do global managers do? (Javidan & Dastmalchian, 2009).

2.3.1 Global leadership capital: intellectual, psychological, and social.

The GLOBE research project (House, et al., 2004), housed at the Thunderbird School of Global Management, directed by Dr. Mansour Javidan, has produced the most current and synthesized list of global leadership meta-competencies available. Morrison (2000) considered GLOBE the most ambitious project in global leadership. House et al. (2004) interviewed more than 200 senior executives and 5000 managers around the world to identify the most important competencies. Based on these interviews, the researchers defined the global mindset to include three meta-competencies: intellectual capital,

psychological capital, and social capital. Three competencies were identified for each of the meta-competencies, as shown in Table 1 (House et al, 2004).

Table 1

GLOBE Meta-Competencies (House et al., 2004)

Intellectual Capital	Psychological Capital	Social Capital
Global business savvy	Passion for diversity	Intercultural empathy
Cognitive complexity	Thirst for adventure	Interpersonal impact
Cosmopolitan outlook	Self-assurance	Diplomacy

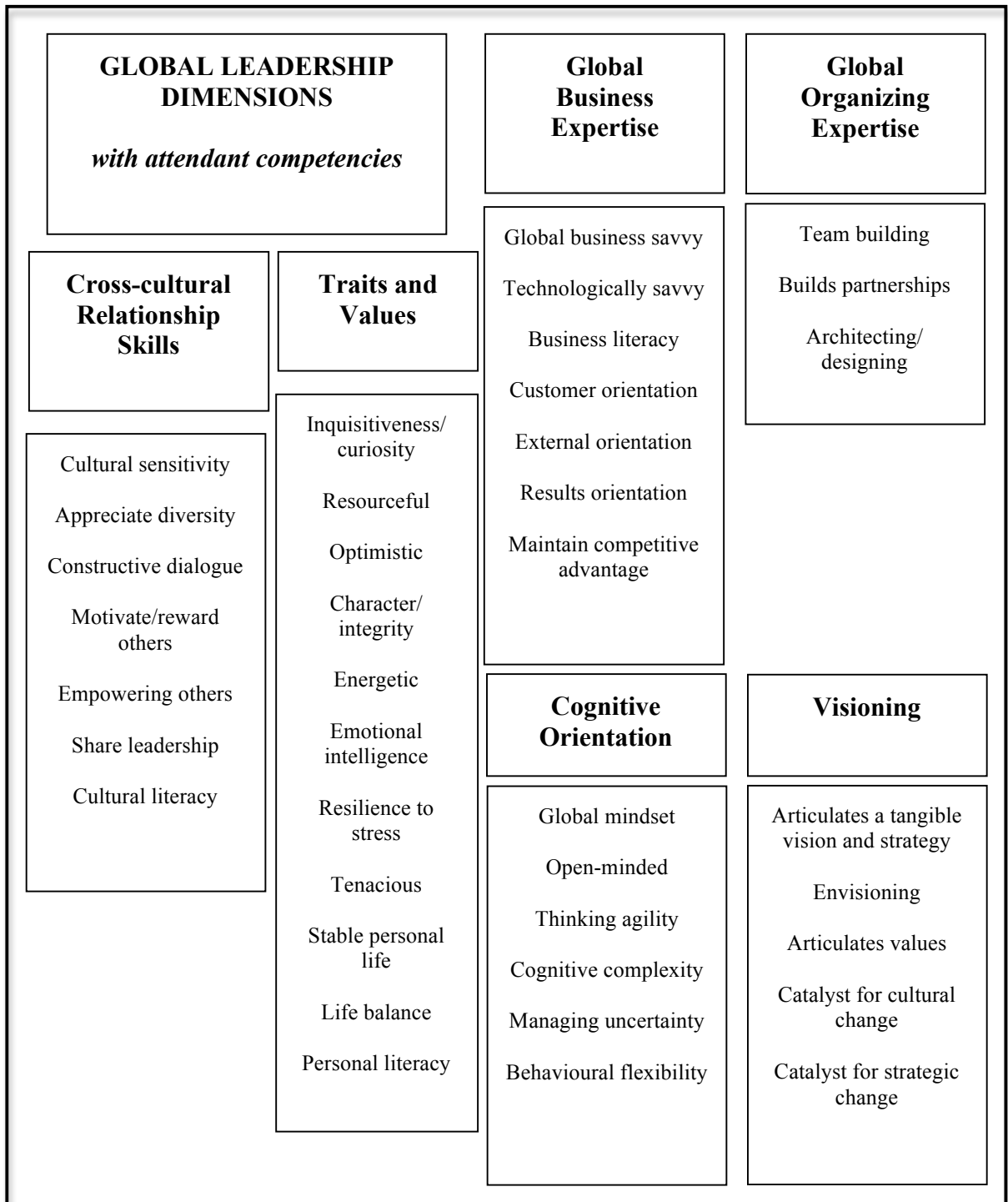
The meta-competency of intellectual capital was defined as general knowledge of international business and the capacity to learn. Intellectual capital included the competencies of global business savvy, cognitive complexity, and a cosmopolitan outlook. The meta-competency of psychological capital referred to an attitude of openness to different cultures and the capacity to change. Psychological capital included a passion for diversity, a thirst for adventure, and self-assurance. The meta-competency of social capital was defined as the ability to form connections, to bring people together, and to influence stakeholders (i.e., colleagues, clients, suppliers, and regulatory agencies with differences in cultural heritage, professional background, or political outlook). Social capital included intercultural empathy, interpersonal impact, and diplomacy. Javidan (2009) asserted “The most effective international leaders are strong in all three dimensions [meta-competencies]” (p. 110).

After the meta-competencies were identified and studied further, the researchers found that successful global leaders “think differently than their less successful global counterparts—they have a bigger capacity to take differing viewpoints into consideration to understand and address complex issues (House et al., 2004, pp. 5-6).

Other studies of global leadership (Black, Morrison & Gregersen, 1999; Goldsmith, Greenberg, Robertson & Hu-Chan, 2003; Kets De Vries, Vriegnaud & Florent-Treacy, 2004; McCall & Hollenbeck, 2002; Osland et al., 2006; Rosen, Digh, Singer, & Phillips, 2000; Yeung & Ready, 1995) produced similar competencies that were often overlapping, with only semantic differentiation (Jokinen, 2005). These earlier contributions to the field provided a research foundation upon which the GLOBE researchers were able to build. To date, about 62 competencies have been identified (Osland, 2008).

A few scholars have attempted to further organize the list of global leadership competencies (Jokinen, 2005; Mendenhall & Osland, 2002; Osland, 2008). Osland et al. (2006) arranged them into six dimensions. As shown in Figure 3, the six dimensions were: cross-cultural relationship skills, traits and values, global business expertise, global organizing expertise, cognitive orientation, and visioning (p. 209). Even though the Global Leadership Dimensions (Osland et al., 2006) and the GLOBE meta-competencies (House et al., 2004) were similar (see Table 2), Osland et al. provided a valuable level of granularity for program designers to develop relevant content and activities for global leadership curriculums, especially in the dimensions of visioning and cognitive orientation. Their six-dimension structure also allowed organizations to specifically select

the elements of each dimension that were most relevant for the roles and sophistication of the employees who were being developed.



5Figure 3. Global leadership dimensions (Osland et al., 2006, p. 209).

Table 2

Relationship Between GLOBE Meta-Competencies (House et al., 2004) and Global Leadership Dimensions (Osland et al., 2006)

GLOBE Meta-Competencies	Related Global Leadership Dimensions
<i>Intellectual Capital</i>	<ul style="list-style-type: none"> • <i>Global business expertise</i> • <i>Global business savvy</i> • <i>Cognitive orientation</i>
<i>Social Capital</i>	<ul style="list-style-type: none"> • <i>Cross-cultural relationship skills</i> • <i>Visioning</i>
<i>Psychological Capital</i>	<ul style="list-style-type: none"> • <i>Traits and values</i>

The GLOBE study has been criticized for performing interviews primarily with managers based in their countries of origin (Osland et al., 2006). Critics argued that these individuals were not truly global managers, even though they interacted with other employees in different countries. This criticism emphasized the differences in opinion concerning the definition of a global leader. Osland et al. (2006) supported the perspective that global leadership was not the exclusive domain of functional leaders and executives, nor did it require an expatriate assignment: “The term ‘global’ encompasses more than simple geographic reach in terms of business operations. It also includes the notion of cultural reach in terms of people, and intellectual reach in the development of a global mindset” (p. 197). Two other shortcomings of the GLOBE study were identified: it did not address behavioral learning methods, nor did it assess global leadership competencies (Lokkesmoe, 2009, pp. 68-69).

Further critical evaluation was offered in regard to the GLOBE meta-competencies, which were identified by analyzing the highest frequency of participant responses in interviews and surveys (House et al., 2004). Critics questioned the criteria for prioritizing the competencies. Did responses reflect what was needed to maintain the status quo according to organizationally entrenched participants in the research, or to meet challenges of the future? A review of the relevant literature suggested that global leadership in the 21st century will require special emphasis on global citizenship (Carroll, 1999; McIntosh, 2005; Meyers & Kirby, 2010; Meister & Willyerd, 2010), technological communication expertise (dubbed *uberconnection*) (Meister & Willyerd, 2010), and innovation proliferation (Meister & Willyerd, 2010). These were three meta-competencies not explicitly captured in the GLOBE data analysis.

Critics acknowledged that there was often a trade-off between explicitly defining each element of a model, vs. simplifying a model for greater utility. It was possible that these missing competencies were implicitly captured, to varying degrees, within the meta-competencies. The question was whether the 21st century focus on more socially responsible and culturally connected global leadership required a more explicit focus on these missing competencies.

2.3.2 Global leadership collateral: individual, group, and organizational.

During the 21st century, global leadership competency research has come full-circle: from advocacy for the ill-defined concept of a “global mindset,” to more precise definitions of global mindset competencies. There is still much debate about and research to be done in this area. While the GLOBE meta-competencies (Javidan, 2009)

represented the most current and synthesized work, these may be improved by considering meta-competencies not only in terms of capital (i.e., intellectual, psychological, and social), but also in terms of collateral.

Capital was defined as “a store of useful assets or advantages” (Merriam-Webster online), a definition focused specifically on what one possessed, but which can also apply to what one contributed. Collateral was defined as “the security used as payment of a debt or performance of a contract” (Merriam-Webster online). In the context of global leadership, debt was considered the price paid to be a member of a social group; in other words, debt was the social contract within a group. A discussion of the validity of social contract philosophy and theories was beyond the scope of this work. However, with the bulk of global leadership research addressing the criticality of interconnectedness, it was no surprise that the three additional meta-competencies identified through the literature review represented forms of collateral. Global citizenship was a form of individual collateral, whereby a person contributed to the society(ies) in which he or she resided and worked. Uberconnection was a form of group collateral, whereby the individual worked to keep connectivity open and flowing through the group. Finally, innovation proliferation was a form of organizational collateral in which the individual leader worked to pave the way forward for the organization through continuous improvement (see Table 3).

Table 3

Suggested Additions to GLOBE Meta-Competencies

Meta-competency	Competencies
Capital	
<i>Intellectual</i>	<ul style="list-style-type: none"> • Global business savvy • Cognitive complexity • Cosmopolitan outlook
<i>Psychological</i>	<ul style="list-style-type: none"> • Passion for diversity • Thirst for adventure • Self-assurance
<i>Social</i>	<ul style="list-style-type: none"> • Intercultural empathy • Interpersonal impact • Diplomacy
Collateral	
<i>Individual</i>	<p><i>Global Citizenship</i></p> <ul style="list-style-type: none"> • Cultural intelligence • Social responsibility
<i>Group</i>	<p><i>Uberconnectivity</i></p> <ul style="list-style-type: none"> • Working knowledge of different technologies • Strategic communication skills to understand when and how to best use each technology
<i>Organizational</i>	<p><i>Innovation Proliferation</i></p> <ul style="list-style-type: none"> • Advanced cognitive skills (critical, analytical, creative, & metacognitive thinking) • Anticipating and building toward the future

2.3.2.1 The fourth meta-competency: global citizenship.

The term *global citizen* was not only semantically different from the term *global leader*, it was qualitatively distinct. Global citizen was defined as the ability to conduct business in a foreign country and work in virtual teams with people from all over the world through enhanced cultural intelligence, a deep appreciation of the relationship between business and society, and an understanding of complex policy environments (Meister & Willyerd, 2010). It emphasizes interconnectedness over leading from the front. From a meta-competency perspective, global citizenship was comprised of two competencies: cultural intelligence and social responsibility.

McIntosh (2005, p. 23) explored the concept of global citizenship from an education perspective by asking: What did it take to be a global citizen? “I associate the idea of a global citizen with habits of mind, heart, body, and soul, that have to do with working for and preserving a network of relationship and connection across lines of difference and distinctness, while keeping and deepening a sense of one’s own identity and integrity” (McIntosh, 2005, p. 23). This connection required acculturation (i.e., the ability to integrate into a socio-cultural-political environment). The three meta-competencies she identified, similar to those in the GLOBE research, were capacities of the mind, heart, and body/soul as shown in Table 4 (McIntosh, 2005, p. 23).

Table 4

Relationship Between GLOBE Meta-Competencies (House et al., 2004) and McIntosh's (2005) Capacities

GLOBE Meta-Competencies	McIntosh's Capacities
<i>Intellectual Capital</i>	<i>Capacities of the Mind</i>
<i>Social Capital</i>	<i>Capacities of the heart</i>
<i>Psychological Capital</i>	<i>Capacities of the body and soul</i>

While McIntosh's (2005) framing of the meta-competencies may be considered too humanistic in the business context, highlighting, connection and relationship was appropriate in light of the importance of interconnectedness over individuality in 21st century global leadership development. McIntosh (2005) intentionally used the term *global citizen* rather than *global leader*. "Leadership is seen to enable individuality and special status, whereas citizenship is seen as a social leveler" (McIntosh & Noddings, 2005, p. 27). McIntosh (2005) further assessed the two distinctions, stating that the concept of leadership had more appeal in the United States as something "muscular, tough, interesting, stimulating, and rewarding" (p. 27), while the concept of citizenship had less appeal, "being associated with obligations, docility, obedience, and good behavior."

The dominant cultural values of individualism and competition in the United States generally, and in competitive business education specifically, presented an inherent

tension in fostering global citizenship. This tension resided between the modern capitalist nature of globalization, and a world history riddled with conquest and colonization. “The American stress on individualism is so deeply ingrained that Americans rarely question it. But emphasis on the individual is an exceptional rather than universally accepted ethic” (Cohen, 2007, p. 29). Due to the large number of multinational corporations in the United States, particular attention should be paid to fostering interconnectedness. This could effectively be done by building cultural intelligence (Early & Ang, 2003).

Cultural Intelligence. Early and Ang (2003) described cultural intelligence (CQ) as “a person’s capability for successful adaptation to new cultural settings attributable to cultural context” (p. 9). CQ (Alon & Higgins, 2005; Early & Ang, 2003; Morrison, 2000; Peterson, 2004) was modeled on Gardner’s (2004) multiple intelligences, and was a concept used to define what it meant to be culturally sensitive. The GLOBE meta-competencies included an “openness to other cultures,” “passion for diversity,” and “intercultural empathy” (House et al., 2004). However, the depth of acculturation required to be successfully integrated into a new environment transcended openness and passion. According to Early and Ang (2003), CQ was a multidimensional construct comprised of metacognitive, cognitive, motivational, and behavioral attributes.

Metacognitive CQ referred to an active awareness of cultural preferences and norms during intercultural interactions, and the ability to revise mental models based on those interactions. Cognitive CQ referred to the knowledge of cultural norms and practices through education and experience. Motivational CQ referred to an ability to

cope with ambiguous and unfamiliar settings. Behavioral CQ involved the ability to behave in culturally appropriate ways in different environments (Early & Ang, 2003).

The concept of CQ (Early & Ang, 2003) took cross-cultural awareness to a much deeper level that was needed in global leadership development. It typically focused on what Rabotin (2008) called the “hard S’s: strategy, structure, and systems.” These were critically important, but each “hard S” must be managed quite differently compared to the “soft S’s”: shared values, skills, styles, and staff. Rabotin (2008) argued that these soft S’s translated in today’s terminology to CQ, emotional intelligence, and social intelligence.

CQ was a concept developed to understand the integration of a person into a new cultural environment. The concept of global citizenship, however, incorporated a systems-view, acknowledging that a global citizen operated within a complex system in which integration and contribution were equally important. Global leaders positively and actively contributed to the cultural environment as citizens, rather than corporate representatives. Therefore, a key competency within global citizenship was social responsibility, because social responsibility requires attention to the welfare of the society in which the corporation operates.

Social Responsibility. The large size of multinational corporations required leaders within these organizations to have a keen awareness of and ability to successfully operate within their environments. “Given the gargantuan size of many of today’s multinationals, even the smallest decisions, or non-decisions, add up” (Meyers & Kirby, 2010, p. 41). The growth of corporate social responsibility (CSR) efforts reflected the need for these

skills.

CSR's origins in U.S. multinational business operations have been traced back to the 1950s (Carroll, 1999). CSR began as a call for businesses to make decisions that supported the values of society (Bowen, 1953), and was framed in economic terms. In some companies, CSR referred to public relations efforts or ad hoc efforts related to charitable giving, volunteer programs, and "green" initiatives. These efforts were generally housed within specific departments (e.g., human resources, or the newer corporate social responsibility departments), or relegated to country managers; they have evolved over time. Carroll (1991) summarized the modern concept of CSR to include four aspects: economic, legal, ethical, and philanthropic. The ethical and philanthropic components of CSR have become more prominent in recent years (Carroll, 1999).

Many multinational corporations have integrated CSR efforts with leadership development. For example, IBM's Corporate Service Corps, Ernst & Young's Corporate Responsibility Fellows, and Pfizer's Global Health Fellows were designed to use "corporate citizenship" as a vehicle to further strategic business goals, while building a new pool of global leaders (Meister & Willyerd, 2010, p. 35). These three programs operated in a similar manner. Company leaders selected a small number of high potential managers, and sent them to work in a local business, for a short period of time, in a region of the world where the company anticipated future growth.

The most extensive of these programs, IBM's Corporate Service Corps, has sent about 100 employees each year from 31 countries to Romania, Turkey, Vietnam, Ghana, and Tanzania since 2008. These individuals worked in project teams to help local

businesses with technology issues. IBM's program prepared employees for cultural and work immersion by making a secure social networking site available, providing the opportunity for team members to get to know one another and share team expectations. The site also allowed employees to become familiar with the local customs and economy, and provided online courses relevant to the objectives of the overseas assignment (Meister & Willyerd, 2010, p. 37).

Corporate social responsibility has been a growing concern for multinational corporations in an era of transparent and accountable leadership. Rather than compartmentalize CSR in an organization, it should be actively fostered in global leaders across organizations. This would better embed socially responsible practices by not just making them practices, but rather values in that inform practice. The term CSR insinuates that social responsibility is only the concern of the non-human corporation. In reality, social responsibility is required of every global leader to move from simply implementing sustainable business operations globally to forming genuine partnerships across cultures. It's a shift from sustainable operations to sustainable relationships. Communication using current technologies and communication norms also is required of every global leader.

2.3.2.2 The fifth meta-competency: uberconnection.

Social media, social networking, social learning, wikis, video sharing, and other tools have all become increasingly important for global collaboration, workflow, and business results (Meister & Willyerd, 2010; Rosen, et al., 2000). Meister and Willyerd (2010) referred to this as "uberconnection," and argued that these tools were vital

components that allowed companies to proactively foster global connections among employees, business partners, and customers, a communication norm of the near future. Cohen (2010) also emphasized the importance of using new communication technologies: “We work not just globally but also instantaneously. We are forming communities and relationships in new ways” (p. 3). Yet, while social media has become a vehicle to foster global relationships, it is clearly not effective in parts of the world where the technological infrastructure does not yet exist, or is not accessible to mass society.

Nokia, IBM, and Sun Microsystems were among the multinational companies that have already harnessed this technology. Nokia used an online expert directory, blogs, and a video hub to facilitate connections between employees across the globe. These networks were compared to intranet versions of Facebook and YouTube (Meister & Willyerd, 2010, p. 131). IBM also used an extensive internal social network, called Social Blue, which allowed employees around the world to collaborate on shared visions and perform as team members (Meister & Willyerd, 2010, p. 133). Sun Microsystems’ Social Learning Exchange (SLX), analogous to a corporate YouTube, allowed employees to record and post content to be viewed on computers or downloaded to an iPod by employees (Meister & Willyerd, 2010, p.153).

While young adults were growing up in an environment that taught and reinforced uberconnection, working professionals did not have the skills to communicate using new technologies. Uberconnection was considered a meta-competency, because it required working knowledge of several different technologies, as well as the strategic

communication skills to understand when and how to best use each. Multinational corporations and higher education will need to actively encourage, teach, and reinforce uberconnectivity through systems and communication norms. Instantaneous global collaboration holds great potential for relationship building and innovation proliferation.

2.3.2.3 The sixth meta-competency: innovation proliferation.

Neither the GLOBE results, nor the Global Leadership Dimensions (Osland et al., 2006) explicitly listed a meta-competency on innovation; advocating advanced cognitive skill development was the closest they came. Advanced cognitive skills (i.e. critical, analytical, creative, and metacognitive thinking) are important for navigating the complexity of global leadership, and may be considered best paired with a future orientation. This is primarily because competitive advantage and differentiation become increasingly difficult in an era of globalization.

Innovation was generally considered a desirable skill that would take on even greater importance for global leaders in the future. Meister and Willyerd (2010) advocated competencies that centered on innovation proliferation, including multiple-horizon thinking, and anticipating the future. These ideas were inspired by the insight of chief learning officer of General Electric Health Care (GEHC), Bob Cancalosi. Cancalosi spent a year in 2008 working with leadership experts and key leaders within GEHC to determine the primary characteristics of global leaders needed by 2019 (Meister & Willyerd, 2010, p. 200). Cancalosi's findings included cultural agility, boundaryless collaboration, becoming a legendary builder of people and teams, an external focus on excellence, generational savvy, digital proficiency, a harmonious blend of EQ and IQ,

multiple horizon thinking, innovation proliferation, and inspirational communication. Anticipating and building for the future was drawn from Meister and Willyerd's (2010) five attributes of a "2020 Leader" (p. 189). It included building accountability across levels of management, and championing innovation.

Adding a focus on collateral meta-competencies may provide balanced development and ultimately balanced leadership. As Javidan (2007) commented, a successful global leader must balance the needs of the organization to maximize efficiencies through standardization, while maintaining responsiveness to local needs and demands. The old adage to "think globally, act locally" has morphed into "think and act both globally and locally" (Cohen, 2010, p. 4).

An additional benefit of collateral meta-competencies in global leadership development is that they may naturally trigger the use of advanced cognitive skills. According to Lawrence (2008), the human brain had a drive to preserve and protect selfish impulses (i.e., survival) that competed with an innate drive toward bonding with others. Working toward balanced, sustainable solutions required more brainwork than the fulfillment of only one of these drives (Lawrence, 2008, p. 4). Lawrence (2008) called this quest for balance "humane leadership," but cautioned those who might dismiss it as a soft form of leadership by the inclusion of the word humane. It was "a form of leadership that is more demanding on leaders than other models. It requires tougher brainwork on the part of leaders to achieve higher results..." (Lawrence, 2008, pp. 1-2). Including collateral meta-competencies concurrently will foster the advanced cognition and relationship skills needed for interconnectedness in 21st century global leadership.

2.4 Summary

This chapter presented a review of 21st century literature on global leadership. It specifically examined the definition of a global leader, discussing how it has come full-circle from a nebulous conceptualization of a person possessing a “global mindset” to the identification of the essential competencies that comprise a global mindset. The GLOBE meta-competencies (Javidan, 2009) were identified as the most current research-based competencies for reference in this study. Additional meta-competencies were suggested from the literature to add emphasis to the importance of social responsibility and cultural connection in global leadership development. The current literature on the methodologies by which global leaders are developed is reviewed in Chapter 3. Additionally, the findings of the literature reviews in Chapters 2 and 3 contributed to the creation of a global leadership development model that is presented and discussed in depth in Chapter 3.

Chapter Three: Development of the Conceptual Model

The definitions of global leadership and global leadership competencies varied throughout the literature. These variations suggested the following question: If global leadership competencies were deemed a necessary skill-set for 21st century leadership, but were not well-defined, then what methods were being used to develop them? This chapter evaluates the literature on global leadership competency development, and discusses the creation of a new conceptual development model for global leadership based upon the recommendations and gaps in the literature.

Leadership development literature revealed a sharp divide between those who advocated for competency-based learning theory (Caligiuri, 2008; Kets de Vries et al., 2004; Morrison, 2000; Voorhees, 2001), and those who promoted constructivist learning theory (Avolio & Luthans, 2006; Black, et al., 1999; Hollenbeck, 2001; McCauley & Van Velsor, 2004; Rosen, et al., 2000). According to Wibbeke (2009), this divide was entrenched in the long-standing philosophical debate about whether leaders were born (essentialism) or made (contextualism). The specific theory in which a global leadership development program was grounded made a difference in the program design and delivery. More importantly, it impacted the development that took place. Even though much of the popular business literature did not explicitly state the theoretical framework grounding the research being discussed, the basic teaching and learning philosophies of the respective authors was apparent.

3.1 Competency-Based Learning Theory

“A competency is a combination of skills, abilities, and knowledge needed to perform a specific task” (Voorhees, 2001, p. 8). Leadership development began in the 1990s and was characterized by identifying competencies and creating activities aimed at fostering them (Meister & Willyerd, 2010). Competencies were once thought to be the exclusive domain of vocational education, but a look at innovations among cutting-edge baccalaureate- or higher-level educational institutions confirmed their wider applicability (Voorhees, 2001).

Those who advocated for competency-based learning focused on the importance of specifically identifying the knowledge, skills, and abilities needed by global leaders. They argued that educators cannot adequately design training or measure learning without isolating the individual components. Voorhees (2001) presented a conceptual learning model for competency based-learning that illustrated how each element of a task was isolated during learning experiences, and was subsequently measured through learner demonstrations of ability (see Figure 4). “Competencies, then, are the result of integrative learning experiences in which skills, abilities, and knowledge interact to form learning bundles that have currency in relation to the task for which they are assembled” (Voorhees, 2001, p. 9).

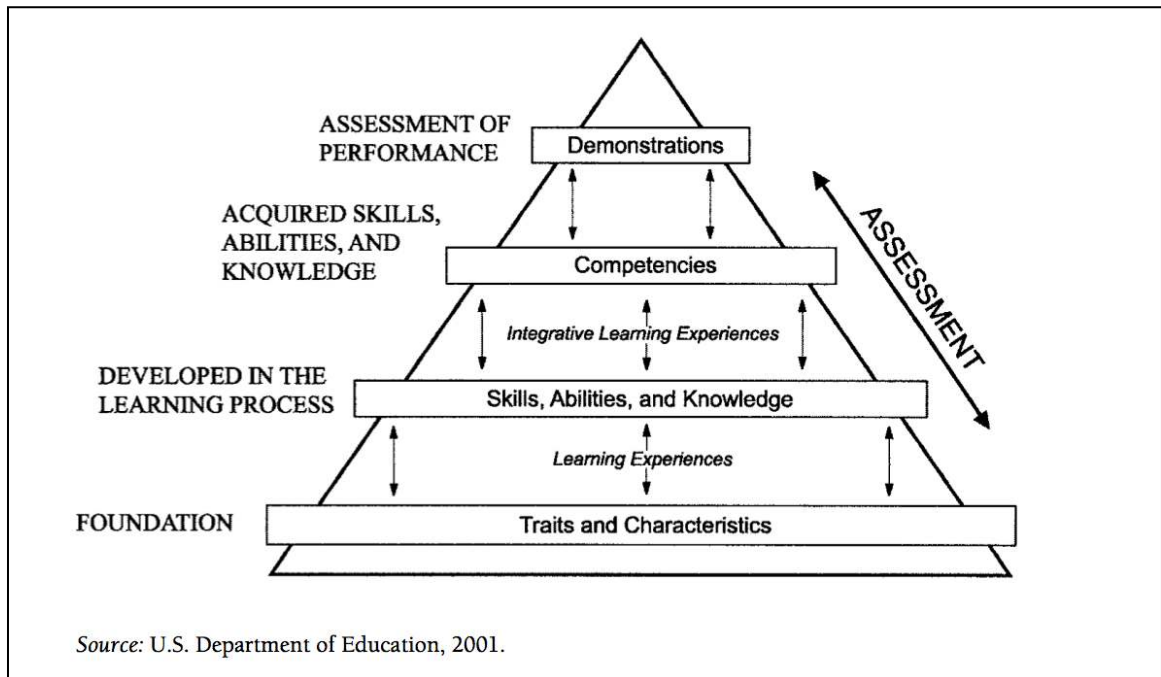


Figure 4. Voorhees's (2001) conceptual learning model.

Competencies were thought to be useful for several reasons. They provided a common language for measuring learning outcomes. When remediation was needed, they reduced unnecessary repetition of competencies that had already been mastered, which streamlined learning and reduced costs. They provided learners and educators with a clear map of what was to be mastered, which allowed for flexibility in course and program design (Voorhees, 2001).

Mendenhall (2006) was the first scholar to propose a global leadership program design model in the literature. The pyramid model of global leadership (Mendenhall, 2006) emphasized competency-based learning (see Figure 5). Mendenhall (2006) acknowledged that global leadership development was complex and required different levels of customization for the organization and audience. However, the model was

important in that it “shows the important reality that some competencies are prerequisite to the effective deployment of others, and thus need to be focused on initially for training purposes” (Mendenhall, 2006, p. 424).

What Mendenhall (2006) described was an instructional design method called scaffolding, in which one acquired foundational knowledge and skills prior to building more advanced ones. The foundational competencies provided the understanding needed to explore the complexity of the interrelationships between the competencies. An international group of scholars belonging to the International Organizations Network (ION), prioritized the competencies from foundational to higher order skills, and combined them with Mendenhall and Osland’s (2002) dimensions of global leadership.

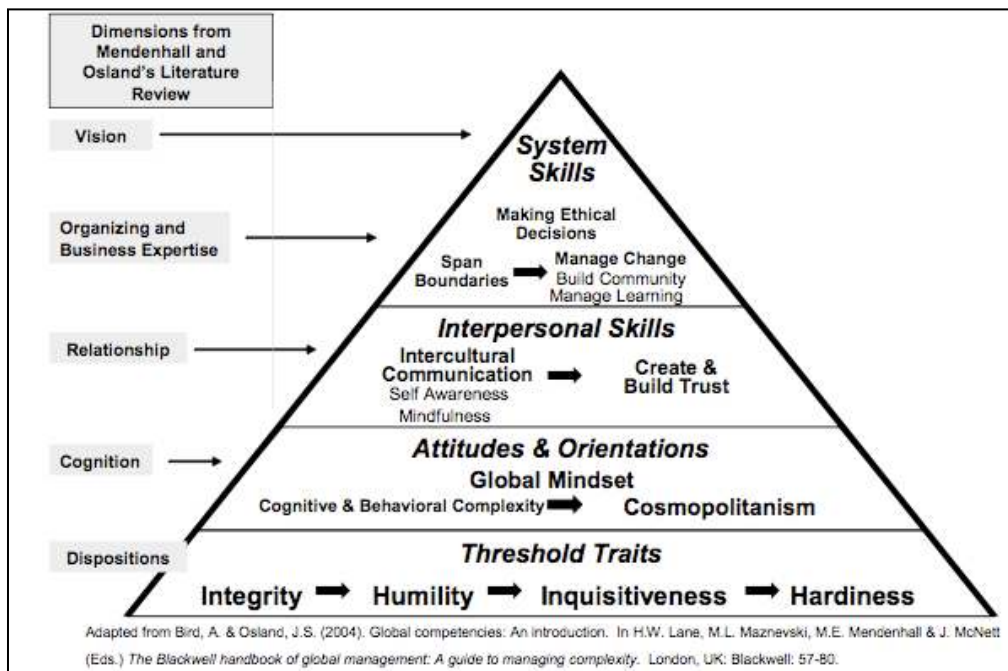


Figure 5. The pyramid model of global leadership (Mendenhall, 2006).

The model reflected that global leadership training was a process and not an event. According to Mendenhall (2006), “Developing global leadership competencies

involves fundamental human transformation; it does not involve adding incrementally new techniques to one's managerial skill portfolio" (p. 425). This required a focus on competencies to guide long-term development efforts. It also required time to allow trainees to continually assess their mastery of competencies and strengthen them through a series of experiences over time (Mendenhall, 2006). Mendenhall's (2006) pyramid was a useful tool for designing a competency-based global leadership development program. However, it did not address how to develop these competencies.

In competency-based learning, mastery was usually measured through assessments (Voorhees, 2001). For example, Caligiuri (2008) advocated using pre-assessments, to evaluate individuals for requisite knowledge, skills, abilities, and personality characteristics prior to their selection for global leadership development. "It is helpful to have a baseline of KSAOs [knowledge, skills, abilities, and other characteristics] to better understand the extent to which they are being developed or improved, if at all" (Caligiuri, 2008, p. 226). Pre-assessments were important to determine the particular development approach for different individuals. This was because the result of a particular approach using competencies varied dramatically based upon the aptitude of each individual, as indicated in Table 5 (Caligiuri, 2008).

Table 5

KSAOs (Caligiuri, 2008)

KSAOs	Level of Mutability	Sample Developmental interventions
Knowledge	Possible to develop and change	<i>Didactic learning opportunities:</i> Books Cross-cultural training courses Diversity training E-learning Language classes
Skills and abilities	Difficult to develop and change	<i>Experiential intervention:</i> Cultural immersion programs Language immersion Coaching Mentoring Attending global meetings Working on global teams
Personality characteristics	Very difficult to develop and change	<i>Intensive experience:</i> International assignments Life-changing experiences Salient non-work cultural experience (e.g. marrying a person of a different culture)

Ng, Van Dyne, and Ang (2009) agreed. They integrated research on learning and CQ, and proposed a process model (see Figure 6) for designing learning outcomes for international experiences. They found that individuals with higher CQ had stronger learning outcomes during international experiences. The implication was that organizations should pre-assess and develop CQ as a key prerequisite for those they chose for global leadership programs.

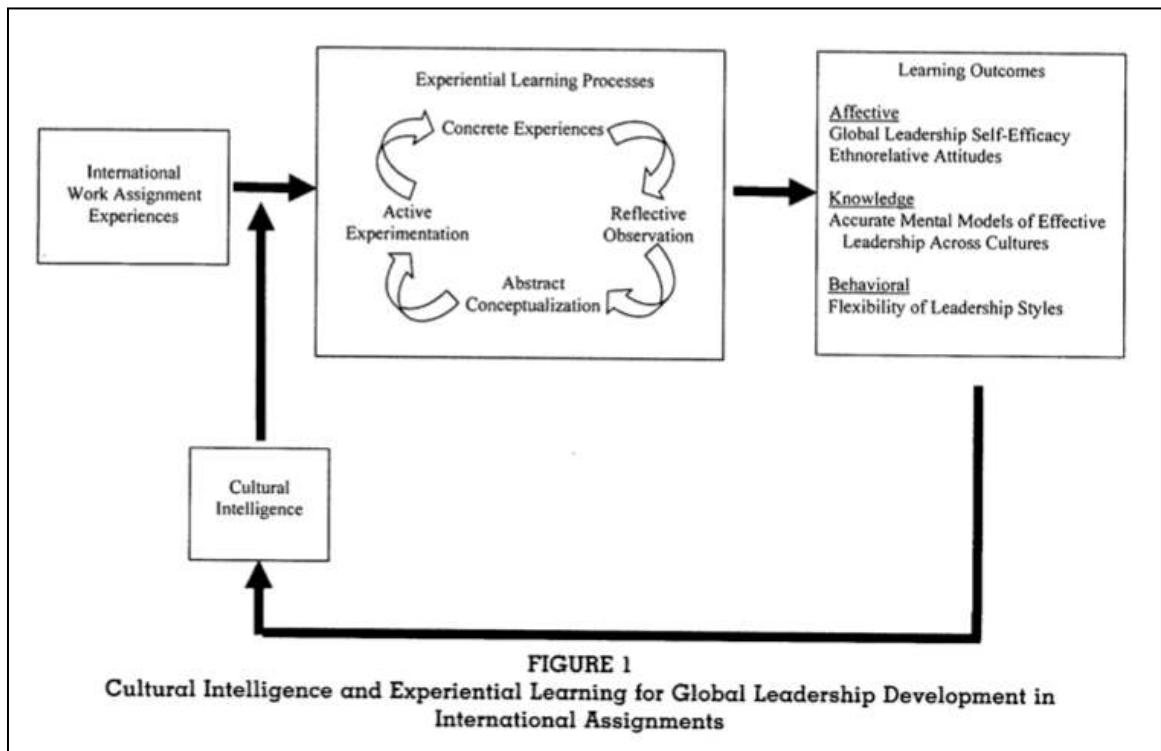


Figure 6. Cultural experience and experiential learning for global leadership development (Ng et al., 2009, p. 521).

Mendenhall (2006) pointed out the flaws in assessments, but still encouraged their use in global leadership development (see Table 6). He mentioned both comprehensive and non-comprehensive assessments. One, called the GMI (Global Mindset Inventory), was designed by the GLOBE project, and has been used as a pre- and post-assessment at the matriculation and graduation of MBA students at Thunderbird Graduate School of Management MBA (Javidan, 2010), and at other universities and business organizations. The GMI was designed as a 67-item self-assessment to measure attributes critical for global leadership success.

Table 6

Recommended Global Leadership Competency Assessments (Mendenhall, 2006)

Recommended Global Leadership Competency Assessments	
<i>Comprehensive Assessments</i>	<i>Non-Comprehensive Assessments</i>
GCI (The Global Competency Inventory) (The Kozai Group)	OAI (Overseas Assignment Inventory) (Prudential Financial)
NEO PI-R (Psychological Assessment Resources, Inc.)	SAGE (Self-Assessment for Global Endeavors) (Caligiuri and Associates)
CPI (California Psychological Inventory; Consulting Psychologists Press)	EP (Expatriate Profile by Park Li)
CCAI (Cross Cultural Adaptability Inventory; Pearson Assessment)	Category Width (Detweiler, 1978) (Pettigrew, 1955)
Attitudinal and Behavioral Openness Scale (Caligiuri and Associates)	Social Interest Scale (Crandall, 1975)
IDI (Intercultural Development Inventory) (Intercultural Communication Institute)	Tolerance of Ambiguity Scale (Budner, 1962)
GMI (Global Mindset Inventory of the GLOBE project)	Attitude Toward Diversity Scale (Montei et al., 1996)
	Acceptance of Others Scale (Fey, 1955)
	Cosmopolitanism (Hannerz, 1992, 2000)
	Jackson Personality Inventory (Jackson, 1997)
	Valuing Differences (Miville et al., 1999; Fuertes et al., 2000).

The use of assessments is why competency-based learning was often criticized for being reductionist and linear, as in this example:

Education, especially in business schools, has gotten itself tied up in metrics knots. We have lost sight of the language of emotion, motivation, and meaning. What we've gotten in return is a Skinnerian model of humans as rats chasing cheese in a maze, all in the name of measurability. (Charles H. Green, CEO Trusted Advisor Associates, in response to a blog post in Harvard Business Review, April 2010, p. 14)

Assessment methodology may make the difference between reductionist learning and dynamic learning. Measurement tools that required complex reasoning and written responses rather than multiple-choice questions, for example, challenged learners to use learned skills as well as higher order thinking skills (i.e., critical, analytical, and innovative thinking). For example, The Asia Society International Studies Schools Network (ISSN), a P-20 focused educational organization, had success using dynamic assessments that required higher order thinking skills. Their mission emphasized global connectedness. ISSN partnered with the Consortium for Policy Research in Education to design assessments that captured the combination of horizontal and vertical thinking needed for global perspectives.

Despite the criticisms, competency-based learning was still the basis for program design in MBA programs, especially in regard to functional areas. However, similar to any adult development strategy, one methodology does not fit all. When used exclusively, competency-based learning was thought to be reductionist and linear; however, it was also possible to combine competency-based learning with other strategies. Business schools today have started to move away from traditional programs

to more diverse offerings and different learning approaches (Datar, Garvin, & Cullen, 2010).

Since the first conceptualization of competency identification, development, and assessment in the 1990s, there was confusion about its definition and use (Sanchez, 2004). Sanchez (2004) argued that definitions have been problematic because they often advanced a static view of competencies without adequately considering the dynamics of how competencies were built or changed. It was, therefore, essential to evaluate the interactions of different kinds and levels of learning methods that were critical in the process of competency building. Competencies must be defined in dynamic, systemic, cognitive, and holistic terms (Sanchez, 2004, p. 519). One way to do that was by adding experiential learning components characteristic of constructivist learning theory.

3.2 Constructivist Learning Theory

While competency-based learning theory focused on isolating the component parts of development into specific skills, knowledge, and abilities, constructivist learning theory advocated a less didactic approach, emphasizing learning through experience. In constructivist learning theory, the interaction between ideas and experience was most important. The term was often used interchangeably with *contextual* and *experiential* learning, and was considered part of the family of humanist learning methodologies (Bradbery, 2007). Examples of contextual learning for international leadership included international assignments, the opportunity to lead projects, the development of a leadership talent pool, mentoring, coaching, psychometric assessments, simulations, job rotation, action learning, continuous feedback, cultural skills assessment and training, and

global assessment centers (Bouquet, Morrison, & Birkinshaw, 2000; Gupta & Govindarajan, 2002; Mendenhall, 2006; Osland & Taylor, 2001; Roberts, Kossek, & Ozeki, 1998; Stahl, 2001; Vloeberghs & Macfarland, 2007).

Those promoting constructivist learning theory maintained that the learning of global leadership skills was largely contextual, learner constructed, and non-linear (Caligiuri, 2008; Osland et al., 2006), and involved a process of transformation.

“...[G]lobal leadership development is not a linear progression of adding to an existing portfolio of leadership competencies, but rather a non-linear process whereby deep-seated change in competencies and world view takes place in the process of experiential overlays over time” (Osland et al., 2006, p. 214). This complex development process was why Hoppe (2007) supported the use of adult learning theories in global leadership development. “An adult development perspective on global leadership may make us realize that the majority of leaders function at a developmental level that rarely does justice to the complexities, diversity, and changes around them” (p. 22).

Kolb’s (1984) experiential learning theory was an adult learning theory positing that experience was a critical factor in learning and change. Kolb (1984) described experiential learning as a process that involved integrating experience with concepts, and linking observations to actions. The theory involved four stages: experiencing, reflecting, thinking, and acting (Kolb & Kolb, 2005). In other words, having an experience was not sufficient for learning to take place. Learning also included affective, knowledge, and skills-based outcomes (Kraiger, Ford, & Salas, 1993).

Affective learning outcomes referred to changes in the learner's motivation and attitudes as a result of learning experiences. Ng et al. (2009) identified two important affective learning outcomes for global leaders: self-efficacy and ethnorelative attitudes about other cultures (p. 518). Research showed that ethnorelative attitudes were fostered through positive intercultural experiences and training (Klak & Martin, 2003).

Knowledge outcomes described the quantity and type of knowledge gained through learning experiences (Kraiger et al., 1993). Skills-based outcomes referred to the leader's ability to apply newly learned behaviors in the appropriate environment. House et al. (2004) thought this was particularly important, since global leaders must know how to use culturally appropriate leadership styles.

“[T]here is widespread agreement in the academic literature that the most powerful strategy for developing globally competent leaders is through an international assignment or expatriation” (Vloeberghs & Macfarlane, 2007, p. 5). This belief helped to explain the current emphasis on experiential approaches in global leader development (Ng et al., 2009). Ng et al. (2009) highlighted several important research findings to show how firms performed better financially when the CEO had international experience. Furthermore global leaders repeatedly pointed to their international experiences as the critical component in their global leadership development (Ng et al., 2009).

Meaningful contact with other cultures was recommended as a critical component in global leadership programs, combined with reflective observation, performed through discussions or journaling. Through experience and reflective observation, leaders could compare their expectations to their experiences (Ng et al., 2009). It was thought that

understanding the facts about a culture was important, but the interpretation of those facts in real-world settings should be emphasized. To be productive and accepted in an unfamiliar setting, such as an international assignment, “[i]t takes a special blend of characteristics—a special kind of “interpreter”, if you will...(Javidan, 2007, p. 3).

While international experiences were recognized as important mechanisms for developing global leaders, research was more often focused on the leaders’ performance during the experiences, rather than the learning outcomes (Ng et al., 2009). It was recommended that future research on international assignments be done to determine why this was the best method and specifically identify the competencies gained as a result. This research might identify alternative ways to develop global leadership competencies, and also whether it is possible to possess the competencies without an international assignment (Vloeberghs & Macfarland, 2007). However, international assignments alone did not guarantee global leadership success (Dainty, 2005). Many talented executives failed in expatriate assignments, even when they diligently worked to understand local cultures. Another key ingredient was the propensity to learn and succeed in a new and different environment (Dainty, 2005).

Redesigns of MBA programs in the 21st century have largely involved the creation and implementation of contextual learning components (Datar et al., 2010). This change was in response to criticisms regarding programs’ relevance to business environments and global contexts (Javidan & Dastmalchien, 2009). Whether these contextual learning experiences were grounded in formal learning or primarily recreational was raised as a question.

The main criticism of constructivist learning theory was that its learning activities were often unstructured (Hoppe, 2007). Critics argued that learning experiences cannot be properly designed without identifying the competencies to be built or used (i.e., learning outcomes). An absence of intentional design made assessment of learning or competencies difficult. Measurement was a particularly important consideration, due to the high costs associated with experiential programs. Hoppe (2007) contended that global leadership development required more efficient and more user-friendly assessment instruments to better understand which development activities moved individuals to the next developmental level.

However, assessment was strongly debated within constructivist learning research. For example, Osland et al. (2006) believed that the integration of skills and knowing when to use them was more important than measuring each individual competency. McCauley and Van Velsor (2004) advocated for assessments to help participants understand their current level of capacity, to identify areas for development, and to promote an openness to closing the gap between the current self and the ideal self (Cohen, 2010; McCauley & Van Velsor, 2004; Mendenhall, 2006). It was found that trainees often did not know what they did not know; they required a starting point from which to measure development. An assessment would also allow trainees to identify their priority areas of development. Therefore, measurement of experiential learning benefited both the learner and the organization. The benefits of using both a self-assessment and a competency evaluation, pre- and post-development, were discussed in the literature.

3.2.1 Social learning theory.

Proponents of competency-based learning, and those of constructivist learning theory often presented their arguments in mutually exclusive ways. However, both approaches were compatible. Social learning theory drew from both methodologies. The social learning ecosystem model (Meister & Willyerd, 2010) was an example of how this blend worked (see Figure 7). Meister and Willyerd (2010) promoted a framework for development that included guided competency development (i.e., competency-based learning theory), and guided contextual learning (i.e., constructivist learning theory).

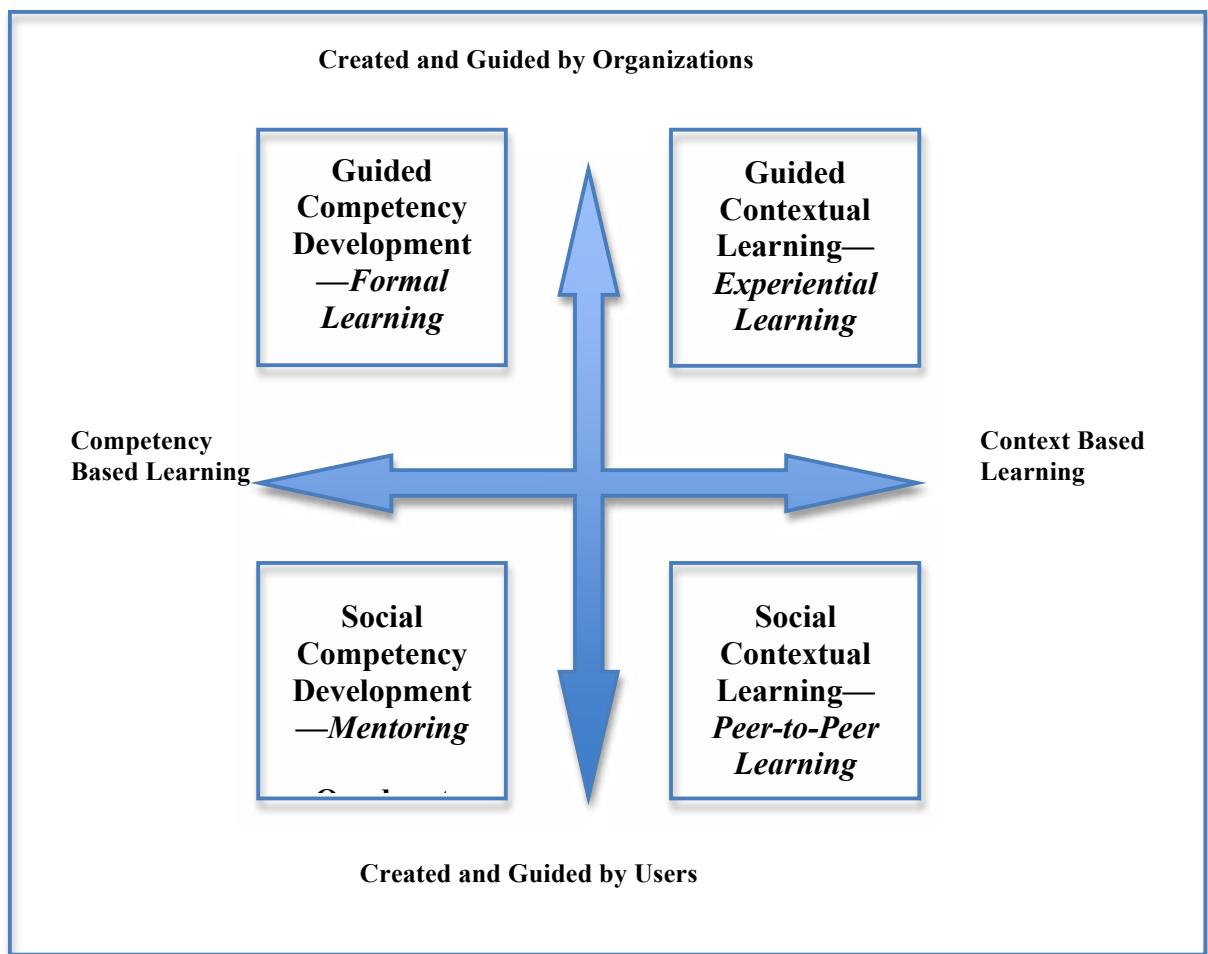


Figure 7. The social learning ecosystem (Meister & Willyerd, 2010, p. 159).

Formal and informal learning were intertwined and complimentary, guided and created by the organization conducting the development. Meister and Willyerd's framework (2010) included equally strong user created and guided learning components involving mentoring and peer-to-peer learning. While three of the four quadrants (i.e., competency development, experiential learning, and mentoring) were accepted and discussed in the literature, peer-to-peer learning was not promoted as widely. The advent of social media was changing the learning landscape, however, and put the spotlight on this underused learning strategy.

Peer-to-Peer Learning. Social contextual learning, also known as peer-to-peer learning, was defined as collaborative, relevant, and presented in the context of an individual's unique environment (Meister & Willyerd, 2010, p. 34). Peer-to-peer learning strategies included the use of social media, gaming, real-time feedback, and advanced on-the-job methodologies. Other strategies included the use of leadership blogs, learning circles, micro-feedback, user-generated learning content, and participation in cross-functional, collaborative councils and boards. "The percent of knowledge you had to store in your head to accomplish your job was 75% as recently as 1986, when the youngest Boomers were entering the workforce. Now you can store only about 10% of the knowledge you need to do your job—meaning you have to rely on a myriad of other sources to do your job" (Meister & Willyerd, 2010, p. 155). Knowledge expanded so quickly that experts in a field did not remain experts for long if they did not keep up with the available information streams. Due to these changes in recent years, organizations were encouraged to create platforms for experts to learn from one another.

Action learning projects have been cited as examples of peer-to-peer learning that demonstrates promise for global leadership development (Marsh & Johnson, 2005). These projects have been designed to build teams and put global competencies into action. Marquardt (2004) identified six components of an action-learning project:

1. A problem (project, challenge, opportunity, issue, or task)
2. An action learning group or team
3. A process of insightful questioning and reflective listening
4. An action taken on the problem
5. A commitment to learning
6. An action learning coach (pp. 3-4)

These projects required a significant degree of structure, planning, and organizational resources. They also required a substantial time investment. For example, Marsh and Johnson (2005) examined one such project at Kanbay that took place over 18-weeks. It was a large investment of time, but Kanbay's executive vice president felt the investment paid off. He acknowledged that while the final products were not all immediately feasible, the program had resulted in "significant breakthroughs in thinking that and planning that took [Kanbay] to a new level of organizational capability" (Marsh & Johnson, 2005, p. 241).

Opinions differed regarding the appropriate amount of development time needed to effect personal transformation in experiential education. Voorhees (2001) stated that development must be accomplished in the shortest amount of time necessary, but did not provide further guidance. Osland (2001; 2006) stated that the personal transformation

required to become a global leader was an iterative process that took time, but also did not provide specific timeframe recommendations. MBA programs are an ideal research venue for a time-based study, as most are designed in 18- or 24-month blocks.

A Renewed Call for Mentoring. Even though mentoring was discussed in pre-21st century literature, recent global leadership development research reinforced the need for active and structured mentoring. Individualized coaching in a trusted environment accelerated a trainee's learning progress (Hardingham, 1998; Lary, 1997; Mendenhall & Stahl, 2000; Nakache, 1997). The coach's core responsibility was to ensure learning took place throughout the program. Without this focus, development programs were reduced to just the launching of new learning initiatives rather than avenues for effective learning (Marsh & Johnson, 2005, p. 243). The role of the coach was significant. Involving leaders who were already members of the organization as coaches served the dual purpose of developing others and building relationships. Tichy and Cardwell (2002) called this approach "leader as teacher," and asserted that it fulfilled a key role of leaders to teach others. While this was not the norm, "[o]ngoing retainerships for expert coaches should be a critical part of any global leadership development program" (Mendenhall, 2006, p. 427). In higher education, mentors could be graduate teaching assistants or other students who were more advanced in their programs. Marsh and Johnson's research (2005) also highlighted the importance of incorporating company top leadership as facilitators when possible, and designating a company sponsor for group projects (i.e., someone at a senior level to provide strategic guidance and allocate resources).

3.3 The GLDE Model

In a 2009 survey of almost 14,000 company leaders and human resources professionals, Development Dimensions International (DDI) found most organizations had a sense of urgency about developing leadership talent, but that their efforts were falling short (DDI, 2008, p. 1). A key finding was a disconnect between the initiative to develop a program and the execution of the program; in other words, problems between the program design and administration.

Few frameworks or models exist that describe the global leadership development process. It is generally argued by scholars that the major challenges firms face in establishing global leadership development programmes are (a) establishing selection criteria, (b) agreeing on the competencies to develop and measure, (c) designing effective training programmes, and (d) retaining their highly sought-after graduates. (Osland et al., 2006, p. 212)

Vloeberghs and Macfarland (2007) found a dearth of literature to describe the global leadership development process, and only two models were revealed in this literature review: the social learning ecosystem (Meister & Willyerd, 2010). The other was Mendenhall's (2006) pyramid model of global leadership, described previously.

Successful organizations not only identified the tactics, tools, and processes for development, but also integrated them into a framework that delivered on these strategies (Oliver, Church, Lewis, & Desrosiers, 2009). The social learning ecosystem (Meister & Willyerd, 2010) was valuable in providing complementary learning and development strategies advocated in 21st century research. It also captured the direction in which many top global MBA programs were moving in their program design (Datar et al., 2010). Meister and Willyerd (2010) were the first to articulate this development strategy in the literature. However, the social learning ecosystem was missing three key

components for global leadership development: a) the specific areas to be developed through the model, b) the cultivation of self-efficacy, and c) organizational mission, vision, and values. A new model, the GLDE, is introduced here to address each of these gaps.

The GLDE model (see Figure 8) was designed to integrate three learning theories: cognitive, humanist, and social. The meta competencies of global leadership were then linked to the areas of learning in which they were, theoretically, best developed.

Global leadership was found to require cognitive and affective development. The complexity of this learning required a development model that was equally complex. The word *development* was intentionally used. Learning was a process with a number of variations that could be arranged in a hierarchy; development referred to the means of progressing through these hierarchies (Bradbery, 2007). Furthermore, an ecosystem, by definition, was a system formed and sustained by the interaction of all parts of the system (Dictionary.com). The complex nature of global leadership development necessitated concurrent activities in each quadrant of the model, and each quadrant was formed and sustained by the other quadrants. Each development methodology, represented by a different color, linked to the essential meta-competencies for development.

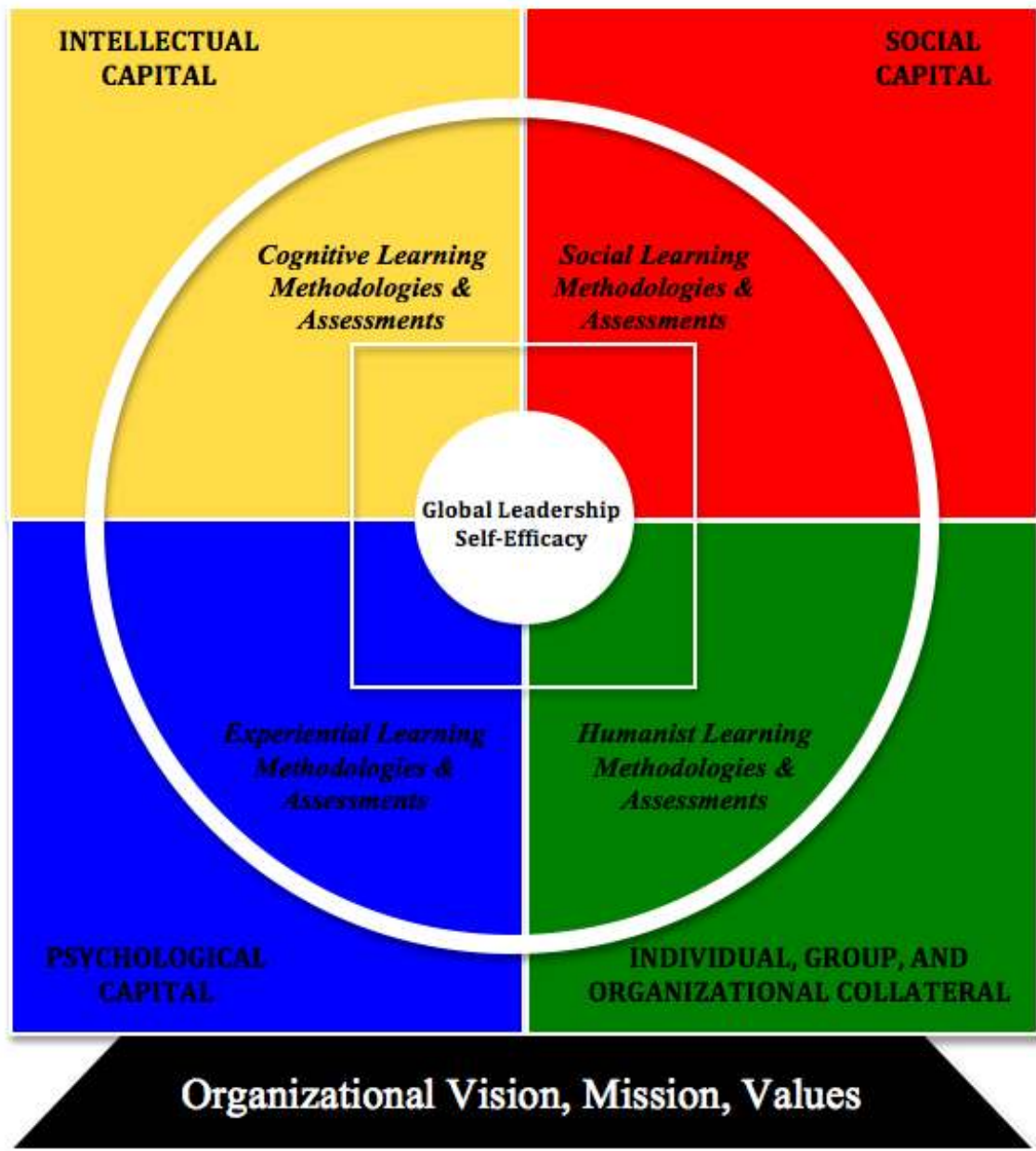


Figure 8. The global leadership development ecosystem (adapted from Meister & Willyerd, 2010, and House et al., 2004).

3.3.1 Strengths and limitations of the GLDE.

The GLDE model was designed to illustrate the connection between each area of development and their theoretical foundations, and to identify appropriate types of activities and assessments in each development area for 21st century global leadership. Intellectual capital was primarily developed through cognitive learning methods, social capital through social learning methods, and psychological capital through experiential learning methods (a subset of humanist learning methods).

Individual, group, and organizational collateral comprised empirically untested global leadership meta-competencies identified in the literature (discussed in detail in Chapter 2). Humanist learning methods were hypothesized to be the most effective development strategies for these meta-competencies, and were included in the model to test whether they should be treated as a category distinct from psychological capital.

The small white square in the center of the model was meant to represent preexisting global leadership traits, knowledge, skills, and abilities; these assets were thought to expand following treatment. However, the quadrants were intentionally designed to extend beyond the limits of self-efficacy, as the boundaries of global leadership were not yet fully understood, but were thought to be expansive in nature.

The GLDE was also designed to illustrate the centrality of self-efficacy in the development process. Javidan and Dibble (forthcoming, 2011) found no existing theory of global leadership effectiveness, so explored the connection between self-efficacy (Bandura, 1989) and leadership effectiveness. Self-efficacy was thought to be a potentially important prerequisite for, and moderator of, global leadership (Javidan &

Dibble, forthcoming 2011), and was represented by the small white circle at the center of the GLDE model. The larger white circle represented the expansion of self-efficacy following treatment. Assessments were specifically integrated into the model to provide evidence for the mastery of knowledge, skills, and abilities that confirmed and grew self-efficacy further.

Finally, the GLDE model was designed to illustrate how the mission, vision, and values of the organization formed the foundational base, supporting and sustaining global leadership development. “The most effective development programs in the *Global Leadership Forecast* [an assessment of leadership development programs] were more than twice as likely as the least effective to align the skills leaders needed to develop with their organization’s business priorities and related leadership competencies” (DDI, 2009, p. 36). The organizational vision and mission should reflect the need for global leadership, and global leadership development should connect to and reinforce the organizational vision and mission. Needed revisions to the organizational vision, mission, and values might then be revealed.

Since organizational strategy and available resources will dictate program scope, duration, and feasibility of experiences, implementing this dynamic model will necessitate critical examination and possible reframing of organizational strategy and resource allocation. Vloeberghs and Macfarland (2007) found that most multinational firms used individual, ad hoc development efforts. Leaders in only one company used a systematic effort that they associated with their succession planning process. Similarly,

only one company articulated a vision of global leadership success in its human resource processes and documentation.

These findings implied that prior to the creation of global leadership development programs, organization leaders should assess their business and human resource strategies, including company vision, mission, and values, to determine the degree to which they want global leadership to be fostered in the organization. Ad hoc efforts provided limited, individual benefits to leaders; programmatic efforts can be designed to foster organizational change to reinforce the mission, vision, and values.

3.4 Global Leadership Development Through MBA Programs

Since the primary focus in this study was to examine global leadership development in an international MBA program, a brief discussion of the literature specific to MBA programs is important. Traditional education programs that used case analysis, lecture, and Socratic dialog as the main vehicles for learning were found to provide limited benefits. Instructors in these programs did not anticipate the multitude and variety of cross-cultural challenges encountered by global leaders (Mendenhall, 2006; Voorhees, 2001). A multi-pronged, dynamic training design was important, and represented a competitive advantage. “[Organizations] who are best at developing global leaders tend to develop and implement creative, multi-faceted programs and continually adapt them to meet their changing leadership development needs” (Kramer, 2005, as quoted in Mobley et al., 2009, p. 198).

Learning outcomes must be explicitly defined, there must be multiple delivery options, and assessments must include a greater level of granularity (Voorhees, 2001, p.

5). Trainees must be given opportunities to act and think using global competencies. Ideally, this began with teambuilding that included all team members, with a discussion of working norms, rules, and roles (Marsh & Johnson, 2005). This foundational work was particularly important in the global realm, where many of the working relationships were either entirely or largely virtual.

MBA program administrators have been realizing this, and many have been responding. In Datar et al.'s (2010) study of 11 top MBA programs, changes in program design and curriculum including emphasis on globalization, leadership, and practice were analyzed. Researchers found that program designs were becoming more flexible, more integrated (i.e., less divided by functional areas), and more customizable based on student needs and interests. The study identified eight unmet needs, all of which were captured in the GLDE. These needs included: gaining a global perspective; developing leadership skills; honing integration skills; recognizing organizational realities and implementing effectively; acting creatively and innovatively; thinking critically and communicating clearly; understanding the role, responsibilities, and purpose of business; and understanding the limits of models and markets (Datar et al., 2010). These unmet needs are listed in Table 7 along with the specific ways the GLDE addresses each of them.

Table 7

How Datar et al. 's (2010) Unmet Needs in MBA Programs are Addressed in the GLDE Model

Datar et al.'s (2010) Unmet Needs in MBA Programs	How the GLDE Model Addresses Unmet Needs in MBA Programs
Gaining a global perspective	Intellectual capital
Developing leadership skills	All six meta competencies
Honing integration skills	Intellectual capital Organizational collateral
Recognizing organizational realities and implementing effectively	Intellectual capital
Acting creatively and innovatively	Organizational collateral
Thinking critically and communicating clearly	Intellectual capital and social capital All three collateral meta-competencies
Understanding the role, responsibilities, and purpose of business	Intellectual capital
Understanding the limits of models and markets	Intellectual capital

Pucik, Tichy, and Barnett wrote (1992; book sleeve) that successful companies were those who adjusted their global competitive strategies in anticipation of technological, economic, and social changes. This is also true of MBA programs today. Continuing to package leadership development programs offered by postsecondary institutions in standard lengths and traditional delivery formats will be less relevant as time goes on.

Businesses and higher education institutions that continued to compartmentalize functions and learning unnecessarily limited the potential of their leaders. The dividing

lines in the globalized world were highly impermeable and culturally subjective, and linear thinking was not appropriate to navigate a round world. “The future depends on enlightened leaders who are comfortable with global complexity; think horizontally; stretch to reach ever higher standards; care about customers, and consumers, and communities; work collaboratively with partners; and value people, investing in their development” (Kanter, 2000, p. 3). These are the kinds of enlightened leaders needed in global leadership positions.

Since the birth of global leadership development in the 1990s, little progress has been made from a practical development standpoint. Global leadership development was often seen as a competitive advantage in organizations and in higher education, which made the sharing of information and collaboration on research projects uncommon. The GLOBE project (House et al., 2004; Javidan, 2007) was an example of how collaborative efforts and knowledge sharing were necessary for progress to be made in the field. However, the quest for a global mindset may never end, as suggested in the words of Cohen (2010): “The complex and dynamic world in which we live provides unlimited opportunities for exploring the many linkages across our wide world of diversity” (p. 8). By taking a more dynamic and integrative approach to learning through the GLDE model, program designers will foster complex thinking skills. Most importantly, however, they will tap into the affective domain of learning that is particularly important for the development of socially responsible and culturally connected global leaders in the 21st century.

3.5 Summary

A review of the relevant literature found that developing global leaders required current, research-based knowledge of global leadership competencies that led to effective program design innovations. The GLDE model was a useful tool to help leaders in businesses and institutions of higher education design relevant, cutting-edge programs that created dynamic learning. It was also useful for performing a gap-analysis of existing global leadership programs. The methodology and procedures for this research study are presented in Chapter 4.

Chapter Four: Methodology and Procedures

4.1 Research Design

A concurrent-triangulation mixed methods research design was used in this study to assess how and to what degree each element of the GLDE model effected global leadership competence in one IMBA program. In mixed methods studies, at least one qualitative and one quantitative method are combined in the research methodology (Greene, Caracelli, & Graham, 1989, in Clark & Creswell, 2008). This type of research design has been established across research communities and is growing in appeal (Clark & Creswell, 2008). Since the current work both proposed a model and tested that model, it contributed to both basic research (i.e., fundamental knowledge creation), and applied research (i.e., the application of new knowledge). According to Patton (2002), basic researchers are interested in formulating and testing theoretical constructs and propositions; applied researchers conduct studies that test applications of basic theory and knowledge to real-world problems and experiences.

A mixed methods approach was ideal for this particular study for three reasons. First, the research questions were posed to understand how and to what degree each element of the GLDE model effected global leadership competence in one IMBA program. Understanding how students developed through each of these methodologies (i.e., cognitive, social, and humanistic) was a question best answered through qualitative

methods. Understanding to what degree each methodology contributed to their overall global leadership competence was best answered through quantitative measures.

Second, the quantitative measures included a self-assessment and a self-reported survey, which are inherently subject to bias. While inferences can be made from self-reported data, a deeper understanding of participant perspectives and experiences through qualitative data collection provided the triangulation necessary to substantiate the findings. Triangulation of student experiences was accomplished through interviews with faculty, staff, and administrators, and by a detailed assessment of course structures and instructional methodologies.

Third, the principle stakeholders for the results of this research were interested in student performance based on a quantitative assessment (i.e., the GMI), as well as their subjective experiences of the development methodologies in the IMBA program. Therefore, using a mixed methods research design was justified based on the nature of the research and the application of the final data. The investigation was intended to have practical application in the design of global leadership development programs.

The concurrent-triangulation mixed methods research design was a multi-strand design in which both qualitative and quantitative data were collected and analyzed simultaneously to answer the research questions (Clark & Creswell, 2008). This pragmatic approach to research rejected the notion that positivist and post-positivist approaches were mutually exclusive, and allowed the researcher the freedom to select the appropriate paradigm for the study at hand.

Table 8 illustrates the complementary nature of a mixed methods research design (Morgan, 2007, in Clark & Creswell, 2008). Abduction refers to the movement back and forth between induction and deduction while connecting theory and data in the study of the phenomenon. Intersubjectivity captures the reality that humans conducting research tend to vacillate between objectivity and subjectivity. Transferability reflects the balancing act researchers play in making inferences from data derived from specific contexts versus data that can be applied more generally (i.e. generalizability). The pragmatic approach illustrates the complimentary nature of mixed methods research.

Table 8

A Pragmatic Approach to the Key Issues in Social Science Research Methodology
 (Morgan, 2007, in Clark & Creswell, 2008, p. 58)

	Qualitative Approach	Quantitative Approach	Pragmatic Approach
Connection of theory and data	Induction	Deduction	Abduction
Relationship to research process	Subjectivity	Objectivity	Intersubjectivity
Inference from data	Context	Generality	Transferability

The use of concurrent data collection allowed the researcher to compare both forms of data as they were gathered, to search for congruent findings (Creswell et al., 2003, in Clark & Creswell, 2008). Themes identified in the qualitative data were compared to the statistical results in the quantitative analysis. The combined qualitative and quantitative findings substantiated how and to what extent each development method

in the model effected global leadership competence in the IMBA program studied. The concurrent triangulation mixed methods research design is illustrated in Figure 9.

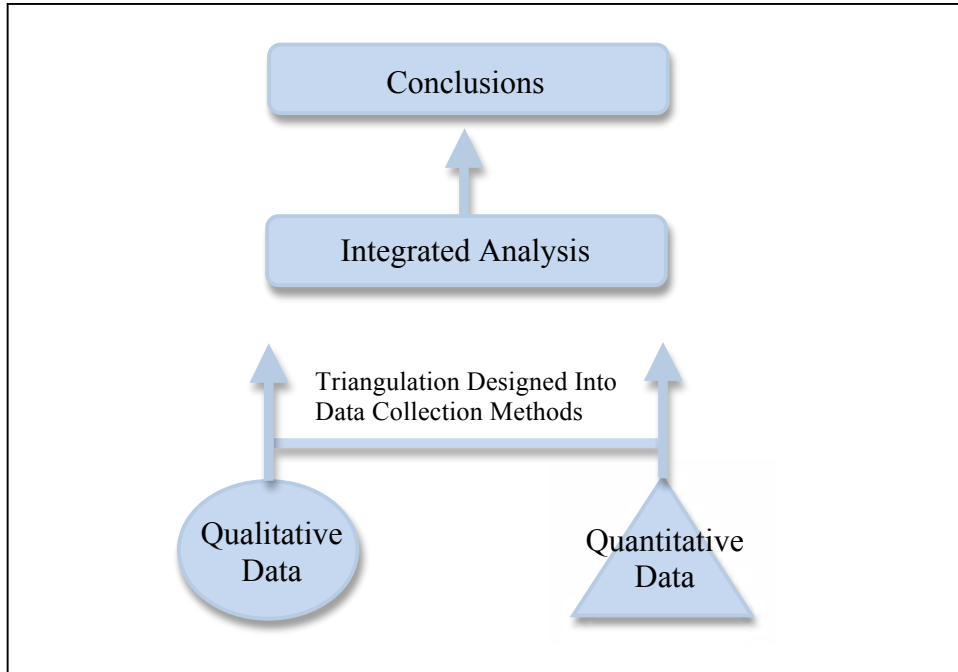


Figure 9. Concurrent triangulation mixed methods research design.

In contrast, sequential data collection serves a specific purpose that differs based upon which data are collected first (Creswell et al., 2003, in Clark & Creswell, 2008). When qualitative data are collected first, the researcher can explore the problem under study, then quantitatively assess the degree to which the phenomena are present in the general population. If quantitative data are collected first, the researcher's intent is usually to test variables and then investigate them further in the qualitative phase.

4.2 Site Selection, Access, and Demographics

The site of the study was an 18-36 month (full- or part-time) IMBA program at a Southwestern university. This IMBA program was an ideal study location, as the director of the program was interested in determining how and to what degree the various

elements of the program design were effective in developing global leadership competence, which was a central goal of the program. The director was interested in updating the curriculum, pedagogy, and potentially the overall program design, based on the results of this research. This interest was based on the fact that the program was not among the top 100 ranked IMBA programs in the world. Although the program attracted a small but growing roster of students, the director wanted to identify strategies to strengthen global leadership competency development, improve student experiences overall, and improve its prestige through the IMBA program rankings. The interest and commitment of the program director and associate director were necessary for the deep level and frequency of access needed to test the model in a mixed methods research design.

Another key factor in selecting this site was that the IMBA program had piloted the use of the GMI in 2009 (Javidan, 2009), and was planning to begin using the assessment regularly at convocation and graduation, to assess IMBA student development pre- and post-program. The GMI is one of the only comprehensive global leadership assessments in the world, according to a review of the relevant literature. Since this was already in the plans for the IMBA program, the significant cost associated with the assessment was not a barrier to undertaking the research.

Access to the site was obtained after an initial request and subsequent in-person interview with the IMBA program director. The director secured approval for the research from the dean of the Southwestern College of Business. Then, the researcher

obtained approval for the original research protocol, along with two minor addendums, from the Institutional Review Board (IRB) to begin data collection.

According to Southwestern College of Business 2010 student data, there were 1,641 undergraduate business students, 1,035 graduate business students, 100 faculty, and 85 staff members. The average student age was 28, which was consistent with the research sample in this study. There was an almost equal representation of males (52%) and females (48%), also consistent with the research sample. Average work experience was stated to be 5 years, although the researcher found through personal interviews that students were much less experienced than this. This issue is discussed later in the chapter as it related to student learning.

The study captured a representative demographic slice of the student population. Most respondents were full-time (75% respondents) with the majority of students not working or working part-time (37% not working; 36% part-time work; 27% full-time work). Respondents represented various levels of progress toward the degree: 32% had completed more than 61 credit hours (n=22), 22% had completed 41-60 credit hours (n=15), 34% had completed 21-40 credit hours (n=23), and 12% had completed less than 20 credit hours (n=8). The median age was 27 with the average age only slightly higher at 28 (n=49; 19 did not respond). Ages ranged from 22 to 46 years old. The only skew found in the sample was with international students. The IMBA program had a 1% international student population, while the study had a 6% international student population (n=4).

4.3 Selection of Participants

All Southwestern IMBA students (n=107) were invited to participate in the study. With such a small population, it was important to maximize the number of participants to attain the appropriate sample size requirements for the quantitative analysis. Prior to this decision, a stratified random sample approach was considered, in which relatively equal participant samples would have been selected from different strata (e.g., full-time, part-time, actual progress toward degree, employed, unemployed) in the program. However, this approach was not possible due to the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records. A preliminary request for this data from the staff member in charge of student records at the Southwestern College of Business was denied, citing FERPA. Date of entrance into the program would not have been useful, as this IMBA program was comprised of students on various timelines for degree completion. Simple random sampling techniques were also ruled out, as additional bias might be introduced into the sample by not adequately representing the different strata within the program (Fowler, 2009). Therefore, the decision was made to invite all IMBA students to participate. Multiple modes of follow-up and a high degree of flexibility in the timing of participation were strategically designed into the research plan to accommodate all the students.

The criteria for inclusion in the study were as follows: a) the individual was an IMBA student at the Southwestern College of Business, and b) the individual was currently enrolled either full- or part-time. This excluded non-IMBA students and special-status students. By inviting all 107 IMBA students to participate in the study, the

sample size was adequate for the quantitative portions of the research, and capturing the widest range of experience within the program became possible.

All faculty, staff, and administrators of the Southwestern IMBA program were also invited to participate in the study. This group included the director (who also taught three of the courses), the associate director (who did not teach courses, but facilitated course requirements, including the required travel course), five additional faculty, and faculty in the School of International Studies.

IMBA students were required to take one economics-focused course and one policy-focused course through the School of International Studies, where they were also able to complete their elective requirements. This created a potentially large sample of faculty for the study. Therefore, through interviews with key informants, two of these faculty members who taught three of the most popular courses were identified.

The total sample size of faculty, staff, and administrators was 9 participants. The qualitative findings from this group were an important source of triangulation to confirm or disprove student experiences in the program, and to clarify syllabi descriptions as they were translated into reality.

4.4 Data Collection Methods

Both qualitative and quantitative data were collected concurrently over the 2010-2011 school year. Prior to formal data collection, unstructured, individual interviews were held with 6 administrators and staff in the Southwestern College of Business from August 2010-February 2011, to help the researcher understand the college with respect to global leadership development among and within the various available programs. These

discussions were highly informative, as each interviewee provided different perspectives based on his or her functional area, as well as relevant documentation and referrals to other key informants.

Observations of the core IMBA courses were also completed during this timeframe to help the researcher identify the different development methodologies in action, to observe student experiences in the classroom, and to determine the degree to which the learning methodologies differed from syllabi descriptions. The researcher found the syllabi descriptions were accurate reflections of the actual instruction in all cases. The pilot study of the Southwestern College of Business generally and the IMBA program specifically was instrumental in fine-tuning the data collection methods and instruments.

The study was formally introduced to the students, faculty, and staff at a scheduled event and through e-mail communications in February 2011. Each participant was given an introductory letter detailing the purpose of the study, procedures, and their rights in participation or non-participation. The informed consent forms (see Appendix A) were individually signed and submitted before data collection began. Given the concurrent nature of the data collection, each data collection activity began with the presentation of the informed consent form, which was also built into the web-based survey.

4.4.1 Qualitative data collection.

A single case study design was used to collect and analyze qualitative data. Single case study design is recommended for in-depth analyses of one individual, group,

organization, or partnership (Yin, 2008). Since this study tested a development model for the first time, it was important that the researcher specifically understood how each element of the model was presented and experienced in practice. By studying one case, the researcher was able to delve deeply into the program, and effectively triangulate the experiences of study participants, as all participants were part of the same system. Single case studies have been criticized for lack of rigor (Yin, 2008), but this criticism only applied when the researcher did not use systematic methods to collect or analyze data. Therefore, multiple methods to systematically collect and interpret data were employed. Qualitative data was collected through best practices benchmarking, a web-based survey, scheduled focus group interviews, and personal interviews. These multiple methods facilitated the triangulation of information in the analysis to provide "...offsetting or counteracting biases in investigations of the same phenomenon in order to strengthen the validity of inquiry results (Greene, Caracelli, & Graham, 1989, in Clark & Creswell, 2008).

Focus groups and interviews. A review of the IMBA curriculum, via syllabi analysis and interviews with faculty and administrators, provided a high-level analysis of the design and implementation of the various development methods in the IMBA program. Additionally, one-on-one student interviews provided in-depth information about specific methods that contributed to or detracted from their global leadership development. The interviews were designed to answer research question one: What development methods are used in this IMBA program to develop global leadership competencies?

All IMBA students were invited to 60-minute focus group sessions of no more than 10 participants. Two different levels of focus groups were offered: one for graduating and nearly graduating students (i.e., those with 60 or more credit hours completed), and another for students with less than 60 credit hours completed. The rationale for separate groups was to more closely match students based on shared experience in the program. All IMBA students were offered the opportunity for personal interviews as well, especially if they would be more comfortable discussing their views privately. Only two students signed up for focus groups. After several communications encouraging greater participation in focus groups were unsuccessful, the qualitative data gathering strategy was changed to personal interviews only, and 24 students signed up. It was determined that the IMBA students preferred personal interviews for two reasons: privacy and scheduling convenience.

The interview protocol contained 16 open-ended questions covering seven areas: student information, specific experience with each of the four learning methodologies in the GLDE model, self-efficacy in global leadership, and general IMBA program feedback. The original protocol was reviewed with the IMBA program director, associate program director, an expert in global leadership, and a group of six doctoral students in a research process class. Three revisions to the protocol were made as a result of these reviews to improve question clarity and focus.

Participants received the informed consent form via email prior to their interview, as well as a hard copy and time to review it upon their arrival for the interview. To

ensure understanding, participants were provided with the list of interview questions to review and refer to throughout the interview.

Best practices benchmarking. Because this IMBA program did not rank among the top IMBA programs in the world, it was assumed that learning methodologies could be improved. Improvements could mean adding methods that were not already being used, or making the ones that were being used more consistent and effective. To identify examples of successful methods, the researcher conducted a best practices benchmarking of the Southwestern College of Business IMBA program compared to the top 10 IMBA programs in the world in 2011, according to the *Financial Times*. This answered research question two: *How do the key development strategies in this IMBA program compare to the top-ranking IMBA programs in the world in 2011, specifically as related to the literature on global leadership competency development?*

A data analysis matrix was used to compare program design and curriculum, which is referred to as external process benchmarking (Maire, Bronet, & Pillet, 2005). External benchmarking involves comparing one organization to another. In comparison, process benchmarking is a high-level analysis of how top-organizations accomplish the specific process in question and involves an analysis of why and how the practices identified produce exceptional results (Maire et al., 2005). Actual ranking by typical quantitative benchmarking measures, like student salaries after graduation or the time lapse between graduation and employment, had already been done through the *Financial Times* MBA Rankings process. Therefore, the external process benchmarking method was chosen to determine how these top 10 IMBA programs qualitatively compared to and

differed from the Southwestern College of Business IMBA program by studying their development methods.

Information on the methods by which these IMBA programs developed their students was readily available on each program's web, and included program brochures, program design overviews, and curriculum maps.

4.4.2 Qualitative data analysis.

Data collection and analysis proceeded simultaneously in the qualitative analysis (Merriam, 1998). Data gathered through interviews, documents, and course observations was manually coded and analyzed for themes. The steps in qualitative analysis included a preliminary reading of the transcript data, coding data by segmenting and labeling text, developing themes by aggregating similar codes, connecting and interrelating themes, and constructing a narrative (Creswell, 2002). A visual data display was created to show the framework components and relationships in the data.

Establishing credibility. All mixed methods research uses triangulation techniques to establish credibility (Clark & Creswell, 2008). Triangulation can be performed through several methods, and those used in this research were data triangulation, involving data from multiple sources, and methodological triangulation, involving the use of both qualitative and quantitative methods and data to study the same phenomena within the same study (Clark & Creswell, 2008). The multiple sources for the data triangulation included student, faculty, and staff interviews, document reviews, course observations, a survey, and an assessment instrument. An example of methodological triangulation was the use of the same questions in both the surveys

(quantitative) and the in-person interviews (qualitative), which concerned the same topic of investigation. In qualitative research, credibility is established through believability and is based on coherence, insight, and instrument utility (Clark & Creswell, 2008). The process is one of verification rather than traditional validity or reliability measures. The findings in this study were validated through triangulation, member checking, thick description, and external audit.

4.4.3 Quantitative data collection.

Two instruments were used to collect quantitative data in this study: a web-based survey (see Appendix F) and the GMI (which was not included in the appendices, as it was a proprietary instrument).

Web-based survey. The web-based survey was designed to measure global leadership competency development among students. The survey consisted of 48 questions that were mostly 5-point Likert scale questions, ranging from 1=strongly agree to 5=strongly disagree. Respondents were asked to select the response that reflected their level of agreement with each statement. The survey included nine sections, including an informed consent agreement, student demographic information, questions about the institutional and program objectives, questions specific to each of the four quadrants of the global leadership development model, questions about self-efficacy, and general IMBA program feedback. While the Likert scale was necessary to quantitatively test the model, qualitative data was also obtained via open-ended comment boxes after each question.

The survey was administered through Qualtrics, a provider of online survey software. Qualtrics was chosen for two reasons: a) as a University of Denver (DU) student, the researcher had free access, and b) Qualtrics provided robust functionality in data analysis and reporting. These factors contributed to the professionalism of the research.

The web-based functionality of Qualtrics allowed the researcher to send reminders, follow-ups, and general communication to the participants. The survey was available for two months, spanning two quarters and spring break. This amount of time was provided to accommodate the various time constraints of student work, vacation, and course schedules. The researcher sent reminders at 2-week intervals to non-respondents, over the two months that the survey was available.

The informed consent form was the first page of the survey, and respondents were required to either provide consent or exit the survey. Respondents were then asked demographic questions, including program status (i.e., full- vs. part-time), credit hours completed, age, race, gender, employment status, and language proficiency. Multiple choice answers were provided, however, a space for further explanation was also available if needed. Each subsequent page of the survey provided a definition of global leadership competencies at the beginning of the page to ensure that all respondents used the same understanding of global leadership competence to answer the survey questions.

The section on global leadership development began with questions to ascertain students' perceptions about the institutional and program missions. Preliminary interviews with faculty and administrators revealed a potential disconnect between the

statement of the missions and their translation into practice among all programs at the Southwestern College of Business.

The questions on formal learning focused specifically on participant experiences regarding the degree to which class lectures, individual assignments, and group projects developed global leadership competence. Further questions in this section asked respondents the degree to which they were encouraged to use advanced cognitive skills, including analytical, critical, creative, and innovative thinking. Definitions of each of these cognitive skills were provided.

The questions on experiential learning asked about global leadership development in the orientation to the IMBA program, a weekend-long outdoor experience. Respondents were also asked about the effect of on-site action learning projects, internships, and travel programs. Because the literature review revealed that international travel programs resulted in the greatest gains in global leadership competence, there were several questions related to travel in the experiential learning section. For example, questions about cumulative travel experience prior to entering the IMBA program were asked, as well as whether the required travel component was completed at the time the survey was taken.

The questions about social learning included sections on mentoring and peer-to-peer learning experiences. Respondents were asked about mentoring relationships with more advanced students, faculty and staff within the program, faculty and staff outside the program (such as in a degree concentration area), business/professional mentors through the program, and business/professional mentors outside the program.

Respondents were also asked questions about belonging to a cohort and participating in organized student groups and activities in regard to how it impacted their global leadership development. Finally, they were asked about the use of technology and social media to facilitate learning in their program.

The section on self-efficacy included a list of the primary global leadership competencies examined in this study, along with a student rating of confidence level with each. Then, respondents were asked to consider all of the questions in the survey, then rate their overall global leadership development as a result of the IMBA program. The final two questions allowed respondents to provide general praise or other feedback about the IMBA program.

Measurement validity and reliability. Sampling error, including sample bias and invalidity (Fowler, 2009), was controlled for in the research design. Bias is a common error that results when survey respondents are not representative of the target population. Bias was controlled through comprehensiveness (i.e., encouraging all IMBA students to complete the survey), through several communication modes, and by keeping the survey open for a generous amount of time. General communications were sent via email, through announcements in classes and during IMBA events (i.e., functions specific to IMBA students). Individual follow-up was accomplished through email, verbally at the end of personal interviews, and through the program administrators' interactions with students. Comprehensiveness was achieved through a 68% response rate (n=72) to the online survey, and a 22% response rate (n=24) to the personal interview invitations. The distribution of students recruited was also successful. The gender distribution matched

that of the program (52% male; 49% female), and there was a balanced mix of students at various levels of progression toward the degree (32% had completed more than 61 credit hours, 22% had completed 41-60 credit hours, 34% had completed 21-40 credit hours, and 12% had completed less than 20 credit hours).

The validity of a survey refers to the relationship between an answer and some measure of the true score (i.e. answers reflecting reality). Validity errors can include misunderstanding the question, not having the information to answer, and distorting answers for socially desirable responses (Fowler, 2009). Both content and face validity were controlled for in the survey design. This work began by crafting questions specific to the literature on each topic area. The questions were given to three subject matter experts in the IMBA program and in global leadership for review, which resulted in two revisions to incorporate additional areas of inquiry. Optional comment boxes were added on most questions to capture critical qualitative information. A panel of doctoral students with no expertise in IMBA programs or global leadership development, but with expertise in research design, then reviewed the survey. This review resulted in two more revisions to clarify questions, provide definitions, and reframe questions that seemed leading or that might elicit socially desirable responses. Finally, three quantitative methods experts at DU—one full professor, one adjunct professor, and one advanced quantitative methods doctoral candidate—reviewed the survey. These reviews resulted in the creation of additional questions in each topic area to improve variability and reliability in the final calculations. The scales were standardized to reflect the same

wording on multiple-choice responses and to provide five categories of response for the majority of questions.

A detailed definition of global leadership competencies was provided at the top of each page in the survey for reference throughout, so respondents understood specifically what the construct meant in the context of the questions being asked. Additionally, each topic area was categorized into specific questions about development methods. For example, the topic area of mentoring was grouped into questions specific to mentoring done by more advanced students, faculty inside the IMBA program, faculty in other departments, and business professional mentors. Whenever a development method could potentially include various activities, examples were provided. For instance, a question on development through peer-to-peer learning gave examples of small group work, partner work, and team projects, to help respondents fully understand the scope of the question. During personal interviews with students, the utility of these examples was confirmed.

The quantitative analysis in this study established both criterion-related and scale validity. Criterion-related validity is established by testing a new measure against one that has already been established as valid (McIntire & Miller, 2010). The new measure in this case was the web-based survey, while the established measure was the GMI. To test for criterion-related validity, a hierarchical multiple regression with two blocks was constructed with experiential learning, formal learning, peer learning, mentoring, and self-efficacy as independent variables. GMI was used as the dependant variable, and number of credit hours taken was used as the covariate. The result revealed self-efficacy

to be the only significant predictor of GMI (see Table 9). This can be argued to be a function of the criterion variable (i.e., GMI), rather than the survey instrument, as it is hypothesized that GMI is directly related to self-efficacy (Javidan & Dibble, forthcoming 2011).

Table 9

Test of Criterion-Related Validity

	B	SE B	β
**Self Efficacy	0.275	0.105	0.307

Notes: n = 64, $r^2 = .09$, **p < .05

The measurement internal consistency reliability of the scale was tested using Cronbach's alpha for each sub-domain (i.e., learning methodology), and then for the scale as a whole. The results showed that the sub-domains met the minimum requirement of .80 for scale reliability with the exception of experiential learning (see Table 10). To remedy this in future research using this instrument, the researcher will consider adding stronger items from a pool of already validated items. Lastly, since self-efficacy has a reliability of 1.0, it could mean that some of the items on the scale may be measuring the same underlying construct. Future studies may include an exploratory factor analysis to find the underlying construct of self-efficacy reducing the item pool.

Table 10

Test of Scale Reliability

	Item N	α
Formal Learning	6	0.87
Experiential Learning	6	0.50
Mentoring	5	0.96
Peer Learning	5	0.95
Self Efficacy	9	1.0
Total Scale	31	0.93

Cronbach's Alpha for the Learning Modules and Self-Efficacy (N = 68)

Global Mindset Inventory. The GMI was designed to measure three meta-competencies of global leadership including intellectual, psychological, and social capital. The instrument was designed and tested by experts in global leadership as well as by psychometricians (Javidan, 2009). It was refined from more than 200 questions to 67 questions over time, and has been taken more than 10,000 times. Each of the three meta-competencies includes three competencies as follows:

Intellectual Capital.

- Global business savvy: knowledge of global industry, global competitive business and marketing strategies; how to transact business and manage risk in other countries; supplier options in other parts of the world.
- Cosmopolitan outlook: knowledge of cultures in different parts of the world; world geography, world history, and important persons of several countries; world economic and political issues; concerns and hot topics of major regions of the world; up-to-date knowledge of important world events.

- Cognitive complexity: ability to grasp complex concepts quickly; strong analytical and problem solving skills; ability to understand abstract ideas; ability to take complex issues and explain the main points simply and understandably.

Psychological Capital.

- Passion for diversity: interest in exploring other parts of the world, interest in getting to know people from other parts of the world, interest in living in another country, interest in variety.
- Quest for adventure: interest in dealing with challenging situations, willingness to take risks and test one's abilities, interest in dealing with unpredictable situations.
- Self-assurance: energetic, self-confident, comfortable in uncomfortable situations, witty in tough situations.

Social Capital.

- Intercultural empathy: ability to work well with people from other parts of the world, ability to understand nonverbal expressions of people in other cultures, ability to emotionally connect to people from other cultures, ability to engage people from other parts of the world to work together.
- Interpersonal impact: experience in negotiating contracts in other cultures, strong networks with people from other cultures and with influential people, reputation as a leader, credibility.
- Diplomacy: ease of starting a conversation with a stranger, ability to integrate diverse perspectives, ability to listen to what others have to say,

willingness to collaborate.

Quantitative data was collected and analyzed to prove or disprove research question three and the related research hypotheses:

- Research Question 3: To what degree does each development method in the GLDE model predict high scores on the GMI?
- Hypothesis 1: A high degree of development in three or more quadrants of the model leads to above average scores on the GMI.
- Hypothesis 2: Substantial international travel leads to above average scores on the GMI.
- Hypothesis 3: A high degree of self-efficacy leads to above average scores on the GMI.

4.4.4 Quantitative data analysis.

All statistical analysis of quantitative results was done through PAWS (Predictive Analytic Software). The dependent variable included scores on the GMI. The independent variables included formal learning, experiential learning, mentoring, peer learning, and self-efficacy. Before the statistical analysis of the quantitative survey results, data screening was conducted. Data screening included descriptive statistics for all the variables, information about missing data, linearity and homoscedasticity, normality, outliers, independence, and multi-collinearity. Descriptive statistics for the survey items were summarized in the text and reported in tabular form. Frequencies and analysis were conducted to identify valid percent responses to all survey questions.

The survey results were tabulated by section. Each section represented a quadrant of the GLDE model. Five scale scores were created (one for each quadrant, plus self-efficacy) by calculating an average score for each section that was used in the regressions. Multiple regressions were run using the tabulated average scores from each section on the student survey, compared to student GMI scores. Regression analysis is a technique for modeling and analyzing the several variables when the focus is on the relationship between a dependent and independent variable.

The objective was to reveal the extent to which the entire model (i.e., the combined effect of learning methodologies) predicted GMI scores, compared to the individual effect of each element of the model. Additional regressions were also run to control for prior international travel experience and self-efficacy. The full results are explained in Chapter 5. Qualitative data findings were used to substantiate and provide context for the quantitative findings and are discussed in Chapter 6.

4.5 Advantages and Limitations of the Concurrent Mixed Methods Design

The advantages and limitations of mixed methods designs have been widely discussed in the literature (Creswell, 2002; Creswell, et al., 1996; Green & Caracelli, 1997; Moghaddam, et al., 2003). Because all methods of data collection have limitations, the use of both quantitative and qualitative methods can neutralize some disadvantages of using one or the other (Clark & Creswell, 2008). Green and Caracelli (1997) argued that social phenomena were so multifaceted that different methods were needed to understand their complexities. This assessment definitely applies to global leadership development.

Jick (1979) was often cited in discussions of the limitations of triangulated mixed methods design, because he was one of the first to discuss the integration of qualitative and quantitative data. He identified specific limitations, such as “the need to reconcile divergent results, difficulty of replicating complex studies, using each method in a significant way, matching the approach to the overall research purpose, and managing constraints like the required amount of time” (Clark & Creswell, 2008, p. 204). Findings that produced divergent results in this study were reconciled through a comprehensive analysis.

While *exact* replication of the study and methods may not be possible in all IMBA programs—due to differences in resources, access, and time—all the elements of the study could be replicated. This study design will be useful in assessing global leadership development in other IMBA programs, since the approach was specifically designed to match the overall research purpose. The mixed methods research required an exceptional amount of time; but the investment of time and multiple methods was precisely what made the research rigorous and compelling.

Given the relatively small sample size and single case study design, the findings were not generalizable to other IMBA programs. However, they arguably have transferability, as IMBA and MBA programs are similarly structured. Morgan (2007, in Clark & Creswell, 2008) defined *transferability* as the application of things learned in one context to another as empirical issues. The example used in the text discussed how program evaluations have implications for the use of similar programs in other contexts. The focus is on what people can do with the knowledge produced rather than arguments

about the possibility of generalization (Morgan, 2007, in Clark & Creswell, 2008). The findings may be useful in helping IMBA programs and other global leadership development programs identify and adopt strategies for making their programs more relevant and successful in the development of global leadership competencies. The results of this study will help the IMBA program under investigation strengthen the development of global leadership competencies.

4.6 Research Permission and Ethical Consideration

In compliance with the regulations of the IRB in the Office of Institutional Research (OIR), the permission for conducting the initial research was obtained through the DU eProtocol system. Specific documentation was filed regarding the principle investigator, faculty sponsor, project title and type, request for an expedited review, study participant information, and a detailed explanation of research methods. Since this study did not fall into a sensitive category, the expedited review was granted, however a request for additional information, specifically interview protocols, was requested. Protocols were submitted for student interviews and student focus groups, which required a further addendum based on feedback from the researcher's dissertation committee to include faculty and staff interviews. The addendum was also approved.

The informed consent form stated that participants were guaranteed the right to anonymity in the shared results of this study, as well as the right to end their participation at any time. By signing the form, their agreement to participate and the acknowledgement of their rights was secured. Because the study had multiple concurrent research phases, the informed consent form was introduced via three avenues: in person

at the study kickoff event, on the web-based survey, and at the personal interview sessions. This ensured that all participants were made aware of their rights and that their agreement was secured prior to data collection.

The aggregation of responses in the final analysis ensured participant anonymity. Students were only identified by their year in the program, when using direct quotes from their individual interview responses. All study data, including the survey electronic files and digital interview tapes and transcripts, has been secured in the researcher's home office and will be destroyed after a reasonable period of time.

4.7 The Role of the Researcher

The researcher had four roles in this study: administrator, interviewer, analyst, and observer. The researcher developed and administered the web-based survey and collected the data; coordinated the GMI survey administration through Thunderbird Graduate School of Global Management; conducted interviews; and performed data analysis on both the qualitative and quantitative data, with the exception of the initial GMI results, which were produced by Thunderbird.

The researcher also completed classroom observations of three complete courses (one each quarter) during the 2010-2011 academic year, along with multiple observations of events and presentations related to the IMBA program. The observations were an integral part of understanding the institution as a whole, as well as understanding student experiences within the IMBA program. While no observation can be completely invisible, the researcher took great care to be as unobtrusive as possible, including no direct participation in classroom discussions or activities. A cordial relationship was

achieved with some students through pleasantries exchanged before and after the classroom sessions. Also, a few students inquired about the nature of the study throughout the year. The interactions with participants may have introduced the possibility for subjective interpretations of the phenomenon being studied. Since the researcher did not belong to the target population and was intentionally non-participatory in classroom observations, however, the potential for bias was minimal. Even so, peer reviewers and the dissertation committee conducted a careful audit of all research procedures, data analysis, and findings in the study.

4.8 Portrait of IMBA Students

During the nine months spent observing the Southwestern IMBA program and interacting with students, faculty, administrators, and staff, it was clear that all parties felt deeply committed to their work. Most were quick to point out their personal passions about international business and specifically how they intended to engage with international communities through business. Student commitment for international work was strong. Eighty-six percent of students (n=68) applied directly to the IMBA program, while 12% transferred to the IMBA program after discovering it during their MBA program orientation. Many were clear about their career goals after graduation. One second-year student said: “I lived in Africa in the Peace Corps, and there’s not a lot of technology there. And I believe getting it over there would help them a lot, help their economy, help the people, create jobs, create more infrastructure.” Another student wanted to use the degree to help native South American artisans:

I want to be able to find a way to best network between the people who most need money to get them, let them get their hands on it and be able to sustain cultural

aspects of their communities and of their cultures by being able to benefit and profit off of the products, the artisan products that they make. (first-year IMBA student)

While not all students were clear about their career focus, they all knew they wanted to work with diverse people. For example, one said the following:

I've got an interest in just the diversity. I went on a ship around the world in undergraduate so I was able to see Asian culture, the difference between north, northeast Asian, southeast Asian, Middle Eastern, European. I traveled to Central America and got a little bit, taste of that, and I just really enjoyed the differences and so I hope to work internationally. (second-year IMBA student)

Regardless of career focus, all the students felt strongly that international understanding was the essential key into any 21st century career, as illustrated by this comment:

I realized how important it was to have [international experience], from my traveling, the difference between people who traveled and those who hadn't, who had experience with different cultures of people. And that was really what made me want to do the IMBA because I realized it was so important to be able to kind of cross those cultural barriers and really communicate. (second-year IMBA student)

International issues intrigued the majority of students from an early age. One second-year student said, "I can't remember a time that I've never been interested in international things. So I remember seeing posters of the pyramids, and I always wanted to go there and just always wanted to see the world." In many cases this interest was fueled by international travel as children or young adults. "I've just always from a young age, my parents have always wanted me to travel. So my mom and I went to London when I was probably 10, 12, and then since then we just travel every year" (first-year IMBA student). Others awaited their college freedom to travel internationally for the first time, as expressed by this student:

I never got to leave the U.S. until I went abroad through [Southwestern University undergraduate program] and I just...the world is so much bigger than the U.S., but my family and kind of my life up until I got to college was very focused on the U.S. and my hometown. (second-year IMBA student)

Family finances were often cited as the obstacle for those who did not travel as youth, as in this example:

I didn't even have a passport until I was 25, because when we were growing up, we could never afford to study or do anything. And I wanted to study abroad in undergrad, but I couldn't afford to do it 'cause I was putting myself through school. (second-year IMBA student)

Two young, female students, in particular, discussed their families' lower socio-economic status as impetus for pursuing an internationally focused degree. The required travel component was an eligible student loan expense, which afforded opportunities they had never had to experience the world. One said the following:

I'm the third of four kids and my family's very, very middle class. So, with a big family of six you can't really pick up and go anywhere. So, we didn't really have the opportunity growing up to go elsewhere. We would go to Minnesota...It was our big family vacation of the year. So, I guess, the IMBA I just thought would really help me kind of move myself elsewhere if the opportunity arose. I could go study abroad. I could go live or work in a foreign country. (second-year IMBA student)

At the heart of this passion for international involvement was a desire to connect in meaningful ways with diverse peoples across the globe. Several interviewees were volunteers, either through the Peace Corps or other international aid organizations. A surprising finding was that at least six of the students pursued the IMBA specifically with the goal of helping not-for-profit international aid organizations effect greater health, prosperity, and connection with disadvantaged communities throughout the world. In fact, an administrator of the IMBA program mentioned this trend in the personal

interview: “Many more students are going for the non-profit [work].” When students were asked why they didn’t pursue a master’s degree in international relations or political science, their responses were clear and thoughtful, as in the following:

I would say I was more torn between international relations and an IMBA. And from my experience in the Peace Corps, I really felt like you can’t do anything in a country without money or having their infrastructure and economy built. So I really felt if I wanted to go back into that, being in business and having a business view and coming back and helping them create business and jobs is really where I could make a difference, rather than just doing international relations and learning more about stuff... (second-year IMBA student)

Another student said she hoped to link her desire to advance non-profits in the U.S. with her IMBA: “I have realized that many non-profits are well intentioned, but not as well executed and so I thought it would be very helpful for me personally to understand the business that goes on behind [them]” (second-year IMBA student).

Whether their personal goals were to live and work abroad, embed themselves in the diversity of a multinational company, or to help disadvantaged peoples through aid organizations, these IMBA professionals and students were passionate about connecting with others across the globe. When interviewees were asked to describe themselves in a few words, their responses confirmed the researcher’s assessment that they were largely a group of driven, motivated, curious, and compassionate people. They described themselves in terms of both personal leadership qualities and relational skills. Table 11 shows the aggregated responses from personal interviews.

Table 11

IMBA Student Descriptions of Themselves

Personal Qualities	Relational Skills
Driven/Ambitious/Persistent (10)	Curious (5)
Motivated (4)	Empathetic/Compassionate (6)
Passionate (4)	Approachable/Friendly (3)
Independent (3)	Open-Minded (3)
Positive/Happy (3)	Social/Outgoing (2)
Hard-Working/Dependable (3)	Aware (2)
Energetic (2)	Thoughtful (2)
Light-Hearted/Humorous (2)	Adventurous
Fun (2)	International
Creative	Global Perspective
Organized	Sensitive
Detail-Oriented	Encouraging
Innovative	Understanding
Observant	People-Person
Problem-Solver	
Easy-Going	
Shy	
Enthusiastic	
Middle-Ground	

4.9 Portrait of IMBA Faculty

In almost all cases, IMBA students described their professors in a positive way as illustrated by the following:

I think [Southwestern College of Business] has done a good job at procuring kind of some rock star professors in that they're very accomplished, very engaging, when you hear them speak, you're like, oh, that makes a lotta sense, you know, that kinda thing." (first-year IMBA student)

A second-year IMBA student discussed the faculty's passion for teaching in the following way:

I think every professor that was in the IMBA classes was definitely there to teach and to share their knowledge and just you could tell that they're passionate about their class, which was fantastic. I mean, that's why you come is to learn from them. (second-year IMBA student)

Another second-year IMBA student said it was their real-world examples that made the professors engaging. "They have relevant experience and stories to share that help illustrate what they're trying to speak to in our coursework, which to me is powerful." (second-year IMBA student). The topic of students preferring real-world examples and applications surfaced continuously throughout the study, however one student found the faculty lacking in this area: "Some of them, I feel like I don't really know how they got the job. I think that theory's great, but I'm here to get a real-world degree" (first-year IMBA student).

Many students identified a particular professor for whom they felt high regard and at least one for whom they didn't. In the latter case, the variation was largely based on individual negative experiences tied to learning preferences, which will be discussed throughout the findings. In the former, however, the frequency and depth with which individuals spoke positively about one professor who teaches many of the IMBA core courses was striking, as illustrated by this comment: "He's really interesting and you can tell he's very passionate about what he's doing, so that's really encouraging. He cares

genuinely that you're learning” (second-year IMBA student). A graduating IMBA student smiled broadly when she said, “The classes with [Dr. Thomas] are wonderful.” Perhaps the most surprising commentary, however, came from one of the two students (of 24) that were unhappy with their overall development at the Southwestern College of Business. This individual’s commentary throughout the hour-long interview was so negative that it was surprising to hear him say, “[Dr. Thomas], yeah, I can go to him for whatever I need. He’s very...one of the most intelligent guys I’ve ever met.” This professor, and one program administrator, were likely responsible for the high marks given to mentoring by faculty and staff, which will be discussed in Chapter 6.

4.10 Summary

This chapter described the mixed methods methodology and specific procedures used in this research study. The advantages and limitations of the research design were presented and strategies to mitigate these limitations were discussed. The study location and study participants were discussed through description and interview quotes gathered from the qualitative research. The findings indicated a business college environment characterized by passionately committed faculty, administrators, and staff, who worked with students eager for development. Many of the IMBA students had altruistic career goals that involved meaningful cross-cultural connections leading to positive societal outcomes.

The findings for research questions 1 and 2—examining the learning methodologies employed at Southwestern IMBA and how they compared to those used by other institutions—are presented in Chapter 5.

Chapter Five: Southwestern IMBA Learning Methodologies and Best Practices Benchmarking

This chapter presents the findings for research question 1 (i.e., what development methods were used in this IMBA program to develop global leadership competencies?) and question 2 (i.e., how did the key development strategies in this IMBA program compare to the top-ranking IMBA programs in the world in 2011, specifically as related to the literature on global leadership competency development?) The findings for these two questions prepared a foundation for the quantitative results for research question 3 presented in Chapter 6.

An analysis of learning methodologies at the Southwestern IMBA program was done through the lens of the GLDE. Document data sources included the degree plan, course syllabi, and informational materials about the program for prospective and current students. Qualitative data sources included interviews with administrators, students, staff, and faculty. A table listing the 17 themes that emerged from the qualitative data coding for each learning methodology is available in Appendix R.

5.1 Southwestern IMBA Degree Structure

The Southwestern IMBA degree was built on the structure of the MBA degree (see Appendix J). The five MBA core classes—accounting, finance, quantitative methods, information technology, and organizational dynamics—were required for IMBA students as well. As one administrator explained, “The IMBA is really a program

that was designed taking advantage of a potpourri of courses that were already in the business school as opposed to specifically designed for the IMBA courses.”

The IMBA degree also required students to take five foundational ethics and sustainability courses designed to reinforce the college’s niche. Many business colleges developed unique features as shown in Table X; the niche at Southwestern College of Business was the first to incorporate ethics into the graduate curriculum in 1989 (citation undisclosed to protect identity). This niche led to a restructuring of the core curriculum to require three ethics courses (12 credit hours) in the first year. Administrators and professors considered ethics the foundation of the entire curriculum, and students confirmed this focus. Students revealed that the ethics focus was a differentiator for the college, but there were opportunities to synthesize some of the content across the three required ethics courses and provide real-world, global analysis and application. This will be discussed later in this chapter.

The IMBA core curriculum was comprised of 7 business courses (i.e., multinational finance, international law, global management, comparative management, global strategy, and international exports) and a culture course. Two elective courses from the College of International Studies were also required. One elective was built into the degree plan, but students could take more if they wanted to extend their programs. The total credit hours were 72 for the IMBA program compared to 80 for the MBA program. The 8-hour difference was built into the IMBA program to allow students the time and funds to complete language training through three options: by testing out through the university proficiency exam in their language of choice, by completing

Berlitz courses and passing a proficiency test at the specified level, or by taking at least two quarters of language courses through the university language program. The language requirement was an important feature for the majority of students, and several students expressed a desire for more rigor in this aspect of the program.

The interview data revealed opportunities to synthesize and integrate coursework to streamline the program. This was confirmed in the best practices benchmarking analysis discussed later in this chapter. However, a more detailed examination of the learning methodologies employed within courses was performed first to ensure that the GLDE model being used as the framework for analysis was appropriate. This analysis also helped the researcher quantify specific learning methods in the program.

5.2 Southwestern IMBA Program Development Methods

The first step in answering research question 1 required a detailed review of 13 of the 16 courses required in the IMBA degree plan; the syllabi for three courses (i.e., financial accounting, managerial finance, and organizational dynamics) were not available within the research timeline. However, the action-learning project in the Organizational Dynamics course was often discussed in student interviews. While students had a choice between International Marketing and Developing International Markets (also called Managing Exports), the researcher chose to examine only the latter because student interviews revealed that Managing Exports was the more popular and dynamic of the two courses and none had taken International Marketing. Since a long list of potential courses were available to fulfill the two elective international studies courses, the researcher identified two of the more popular: International Monetary Relations and

International Trade, based on recommendations made by the assistant director of the IMBA program and IMBA students.

All IMBA students were required to take 10 of the 13 courses examined, and their learning experiences were relatively consistent. Unique experiences in these common courses were highlighted as such in student interview data presented in Chapter 6. Variations in instructors and deviations from the degree plan (i.e., substitution courses) may also have changed the experience for some students, and this was noted where known.

A chart of the four GLDE learning methodologies—formal learning, experiential learning, mentoring, and peer learning—was created to categorize the methodologies used in the program (see Appendix K). All the assignments from the 13 courses were easily categorized with the exception of “extra effort points,” an undefined opportunity for students to contribute to the learning of the developing international markets (managing exports) class as a whole. An “other” category was created for this assignment to allow for potentially varied learning methodologies. The analysis confirmed that the GLDE model was a useful and relevant framework for the research.

5.2.1 GLDE findings.

Forty-nine percent of the learning methods in the IMBA courses were cognitive and therefore included in the formal learning category; student interviews substantiated this finding by listing class lectures, papers, case studies, and projects as the primary learning vehicles. Most syllabi were structured in the same format: the college mission, how the course specifically related to the mission, university academic policies, course

purpose, learning outcomes, course schedule and deliverables, and grading policies. The verbiage of the syllabi reflected a focus on learning activities designed using Bloom's Cognitive Taxonomy of Learning; one syllabus even made direct mention of this (Bloom, 1956).

Only 10% of the program included experiential learning in the form of travel programs, action-learning projects, a leadership weekend, and optional internships. While this percentage was small, the impact of these learning activities on student development was emphasized throughout the interviews and was reflected in both the quantitative and qualitative findings in Chapter 6. Students frequently mentioned their desire to have more experiential learning in the program. "I thought grad school would be more of like the hammering out, the nuts and bolts and getting more applicable experience towards things, versus more theory" (second-year IMBA student). This student's expectation was understandable in light of the marketing information for the college. The Web site, for example, described learning at Southwestern to be "transformational" and "high-impact." The most notable statement about experiential learning on the Web site stated,

Learning at [Southwestern] is not confined to classrooms or even continents. Our approach to learning is interdisciplinary and high impact: you learn business lessons because you live them. You acquire business skills because you use them when the stakes are real.

With only 10% of learning focused on hands-on application, students were keenly aware that the marketing materials had oversold the actual design and experience of programs at the college.

Mentoring activities represented 15% of learning methodologies in the formal curriculum. This percentage was entirely due to two classes: information technology strategy and developing international markets. Both had a large number of guest speakers (6 and 8 respectively). The Oxford sessions and grand rounds in the essence of enterprise course may have included some mentoring based on the intimate nature of the learning activity. However, this was not clear from the syllabi, nor was it mentioned in student experiences of that course. Student interviews revealed that mentoring in the IMBA program took place primarily outside the classroom. Some students discussed the formalized executive mentoring program offered through the career services department. Most, however, mentioned their informal mentoring experiences with professors and business professionals, which are covered more fully in Chapter 6.

Peer learning comprised 26% of the assignments in the IMBA program, starting with the cohort design and continuing via many small group projects throughout the degree. Student and faculty interviews confirmed the prevalence of group projects in the program and many expressed an over-reliance on this learning method. One faculty member, who also taught courses outside the IMBA program, stated that the over-reliance on group work was not benefitting student development. “We took teamwork at [Southwestern] and drove it over the cliff. Now we have transaction costs. That isn’t genuine corporate teamwork...here we just kind of throw people together” (undisclosed

faculty). Transaction costs referred to compromised learning outcomes and student frustration. Students valued group work but had concerns about the number of required group projects and their unstructured management in all their required courses. Group work was not required in the international studies electives. The relative effectiveness of peer learning through group work will be discussed further in Chapter 6.

Through the analysis used to answer research question 1, key learning methods employed in the Southwestern IMBA program were identified and the extent of their use was quantified. This detailed information about program structure was useful for comparison to the top 10 IMBA institutions. Student experiences of each learning methodology were of primary interest in this study and are discussed in depth in the next chapter. However, by comparing and contrasting Southwestern IMBA's learning design to the top 10 institutions through best practices benchmarking, the researcher was able to identify key differences in design that may impact the effectiveness of global leadership development.

5.3 Best Practices Benchmarking

Southwestern IMBA's substantial focus on cognitive learning was commonplace among MBA programs. This emphasis was discovered while performing the best practices benchmarking to answer research question 2: How do the key development strategies in this IMBA program compare to the top-ranking IMBA programs in the world in 2011, specifically as related to the literature on global leadership competency development? However, the way cognitive learning was structured differed significantly among top 10 programs.

Data sources used for benchmarking included individual college of business Web sites where information was extracted about the program structures, degree plans, learning methodologies and assessments, and student demographics. Question 2 focused on the design of these programs as they impacted student development, using the GLDE as an analytical lens, which required detailed data gathering and analysis that was not readily available in any ranking information. Ranking information tended to focus on quantitative data, such as “percent of students employed at graduation” and “increase in salary after graduation.” Answering question 2 was important to understand how the methodologies at Southwestern College of Business compared to institutions that were highly ranked for their student development techniques. These institutions were identified through the global ranking conducted by the reputable *Financial Times* newspaper from London, England.

5.3.1 Overview of MBA rankings systems.

Many rankings of MBA programs exist. The most notable publications conducting these rankings include *Business Week*, *Forbes*, *U.S. News and World Report*, and *The Economist* in the U.S., and the *Financial Times* of London. The researcher examined the methodology behind the ranking system used by each of these publications, and intentionally chose the *Financial Times* for this study.

Each of the ranking systems had pros and cons (Byrne, 2011). *Business Week* was U.S.-centric, focused on alumni opinions, recruiter opinions, and research production at each school. The *Forbes* system was also U.S.-centric and only considered return on investment for the degree (i.e., tuition compared to earnings five years post-graduation).

U.S. News and World Report conducted a more comprehensive ranking methodology focused on quality elements (i.e., opinions of deans, MBA directors, and corporate recruiters; starting salaries and bonuses; employment rates; and student selectivity), and heavily relied on school-supplied data.

The *Financial Times* was thought to conduct the best global ranking of business schools (Byrne, 2011), weighing a long list of data from schools, alumni, and a review of research production and quality in four categories: alumni career progress, diversity, idea generation, and selectivity of students. It was ideal for this analysis, as it was globally focused and took into account elements that impacted the student experience (e.g., diversity and idea generation), rather than only considering return on investment. It also ranked specialized MBAs, notably internationally focused MBAs. The *Financial Times* ranking was performed every other year using alumni recommendations within the top 100 ranked MBA programs. The last available ranking was 2010 (see Appendix L) as shown below:

1. Thunderbird School of Global Management (USA)
2. University of South Carolina (USA)
3. Georgetown University (USA)
4. INSEAD (France and Singapore)
5. George Washington University (USA)
6. Hult International Business School (USA, Dubai, UK, Shanghai)
7. IMD (Switzerland)
8. Manchester Business School (UK)

9. University of Southern California (USA)

10. London Business School (UK)

The researcher created a table of each GLDE element; these elements also aligned with a survey of student development used in the Southwestern IMBA program. Data was then meticulously gathered from each of the *Financial Times* top 10 ranked IMBA programs, placed in the appropriate categories, and analyzed.

5.3.2 Findings of the best practices benchmarking.

The best practices benchmarking involved comparing the program structures (e.g., length of the programs, fee structures, degrees offered, cumulative credit hours, pre-requisite work experience, language requirements), course composition, and evidence of learning methodologies, to assess how the Southwestern IMBA program compared in terms of design to the top 10 programs. Four themes were identified:

1. More integrated program designs were common among top 10 programs.
2. There was similar student selectivity but greater rigor among top 10 programs.
3. There was greater compositional diversity in top 10 programs.
4. Structured mentoring and peer learning opportunities were weak in the top 10 programs.

More integrated program designs. The most significant finding was that only 2 of the top 10 schools offered an IMBA degree. Instead, most offered MBA degrees that were globally focused. This had a significant impact on the structure of courses. An analysis of core curriculum, curriculum in the functional areas, and internationally focused curriculum revealed that the global focus allowed the schools to streamline entire

programs. At the most superficial level, the time to complete the degree was impacted. Programs ranged from 11-month intensive full-time structures (IMD) to 36-month part-time structures (University of South Carolina, Georgetown University). However, 4 of the 10 programs offered accelerated 11-12 month programs (INSEAD, Hult, IMD, University of Southern California). In comparison, Southwestern IMBA offered 18-36 month completion timeframes (the higher end of the time scale), but reflected a lack of curriculum integration. Southwestern IMBA also required 72 hours of coursework (with most classes worth four credit hours). Eight of the top 10 programs used other structures to define learning.

Of the top 10 programs, only Thunderbird and George Washington still listed credit hours among their requirements. The curriculum at the other 8 schools was structured into stages, phases, or modules centered on orientation to the program, fundamental business skill development (functional areas), specialization, and integrated capstone projects. A strong emphasis on learning outcomes was part of each phase. For example, at IMD, the phases were designed to integrate classes with projects, personal development, and leadership development outcomes, with a strong focus on global leadership development through integrative, dynamic learning.

A high degree of integration was reflected in all areas of the program designs in the top 10 programs. For example, only Thunderbird and George Washington charged credit hour-based tuition; the other 8 programs listed program fees. This was not just a semantic distinction, but had implications to the student experience. Program fees included required language training and required international travel programs in most

cases. Five of the schools required proficiency in at least one language other than English (Thunderbird, University of South Carolina, INSEAD, IMD, London Business School). Seven of the schools required at least a 10-14 day international trip in conjunction with a project or course (INSEAD, Hult, and Manchester offered international travel, but did not require it). The high cost of the Southwestern IMBA program was voiced as a common concern in student interviews, especially because language instruction and travel programs were additional costs. Students may have focused more on cost-savings rather than development opportunities. Charging an all-inclusive fee may help students view the program as one experience rather than a series of a la carte costs. It may also facilitate a better integration of language and travel experiences with learning outcomes. Even with high integration, 6 of the 10 schools allowed students flexibility to customize their learning with electives in the latter stages of the program.

Attention to pre-program training also allowed top 10 schools to streamline programs. Most pre-program orientations were one week long, but 4 of the schools (Hult, Manchester, University of Southern California, London Business School) had four-week long intensive mini-semesters focused on global leadership development, consultancy skills, and communication skills. A few of the schools required pre-assessments in foundational business skills and offered pre-program remediation.

Southwestern College of Business conducted a new student orientation focused on providing information, but little student development. For example, the Spring 2011 orientation schedule required 30.5 hours of pre-program sessions (36.5 for international

students) over three days. but only 13 hours of the sessions focused on student development (Career Module 1, Writing Center, Excel Excursion, Career Module II, Team Dynamics Lab, and Compass Modules I and II). The remaining time was filled with informational lectures. A fourth half-day accounting review session was optional.

Similar selectivity but greater rigor. In regard to selecting students, Southwestern IMBA did not differ greatly from other schools. The average student GMAT was lower at 587, whereas most of the top 10 schools started in the 600 range. Average GPA, however, was higher at Southwestern (3.35) than at some of the top 10 schools. Recommended prior work experience ranged between 2-7 years for all schools (including Southwestern). Thunderbird was the only top 10 program with a specific prior work experience requirement of two years or more; students with less experience had the option to apply to the MA or MS degree options. Therefore, Southwestern IMBA students were prepared to meet the challenges of a more rigorous program.

Of note was the high level of knowledge creation at top ranking schools. Six of the 10 schools had Ph.D. programs (University of South Carolina, INSEAD, University of South Carolina, Manchester, University of Southern California, London Business School), and ranked high in idea generation (i.e., publications by faculty), as well. All top 10 schools offered MBA and executive MBA degrees, but there were large variations between MS and MA offerings. Only 3 of the top 10 schools offered online MBA degrees with required residencies (Thunderbird, George Washington University, Manchester). Half of the programs offered dual degrees, either through partnerships with other institutions or other college departments, in various combinations. The variations

in master's degrees did not appear to have a direct connection with the organizational mission, vision, or values of the school. Ph.D. programs, on the other hand, did. Schools with Ph.D.s tended to emphasize innovation through a focus on idea generation and knowledge creation.

Greater compositional diversity. The *Financial Times* ranking was unique among other ranking systems in its focus on compositional diversity, an important aspect of developing students to work collaboratively with diverse peoples. All of the schools including Southwestern made concerted efforts to structure diversity into the student experience through cohort systems. All of the programs used a cohort design for at least the first course block and often cited exposure to maximum diversity as the reason for the cohorts. Since all of the schools allowed customization or specialization (to varying degrees) in the latter part of their programs, students likely broke ties with their cohorts at that time, which was true of Southwestern IMBA students.

An examination of the rankings data revealed Southwestern had an extraordinarily high percentage of women in the student body compared to the top 10 schools: Southwestern had 48% women students, while the other schools ranged from 22-36% women. The relatively equal gender representation at Southwestern (52% male, 48% female) was considered a strength. This diversity did not hold for Southwestern's international student population, however. The top 10 schools ranged from 27% to 100% international students, while Southwestern had a 1% international student enrollment in the IMBA and 15% in the MBA. As discussed in Chapter 4, Southwestern College of Business had low ethnic and racial diversity; the IMBA program respondents reflected

this with 84% reporting as White, 6% as Multi-Racial, and only 1 student each reporting Black, Asian/Pacific Islander, Hispanic/Latino/Chicano, and Other (Arabic). According to administrators, this lack of ethnic/racial diversity among the students was a critical concern for the college.

Determining why Southwestern College of Business had limited diversity representation was beyond the scope of this study, however, it probably was not related to geographical location. Even though the *Financial Times* ranking was global and included 4 non-U.S. schools (INSEAD, IMD, Manchester, London Business School), the top 3 schools were U.S. institutions (Thunderbird, University of South Carolina, Georgetown). This suggested that the physical location of the school was not an impediment to becoming a top-ranking IMBA program. Thunderbird was a prime example of the relative insignificance of location. Although it was the top ranked school for international business for five years, its location in Glendale, Arizona had no distinguishing international draw apart from Thunderbird. The power of the program was in the integration of international learning and experiences.

Three of the top-schools had international branch campuses (Thunderbird, INSEAD, Hult) and 4 others had exchange program partnerships with a number of schools around the world (University of South Carolina, INSEAD, Hult, London Business School). What all the top 10 programs had in common was an emphasis on international experiential and action-learning, as evidenced by the international consulting project capstones required at all but 1 school (INSEAD). Southwestern IMBA required this type of project as well. What distinguished some of these programs from

Southwestern were either the variety of options allowed to students or the number of projects required for the capstone. One school *required* an international internship (University of South Carolina). An administrator at Southwestern reported that a feasibility study had been conducted more than 10 years ago for an international branch campus in China, and although recommended, the project was put on hold due to budgetary constraints (undisclosed administrator).

Weak mentoring and peer learning opportunities. Social learning opportunities such as mentoring and peer learning were rarely discussed in program information from the top 10 schools, which may represent an area of opportunity. Only 1 school assigned peer advisors to every student (University of South Carolina). The other schools discussed peer learning only in the context of group projects and cohort systems. Similarly, Southwestern's program information highlighted the optional executive mentor program, the cohort system, and group projects.

While not recognized explicitly as peer learning, 1 program offered integrated college events, student activities, and student organizations through their graduate student association (Georgetown), suggesting a greater emphasis on student leadership throughout the college. Seven of the 10 schools specifically listed from 10 to 100 recognized student organizations (Hult, IMD, and Manchester did not).

Structured mentoring was discussed in only 3 programs (George Washington, Hult, IMD). These 3 had highly integrated staff and faculty mentoring focused on personal and professional development within the degree program. While all mentoring

was discussed in terms of career services departments, these departments provided varying levels of integration relative to colleges, services, and frequency of services.

Technology and social media were rarely if ever discussed in program information. Laptops were a common requirement, but the learning management systems students used for coursework or collaboration were not discussed. The collaboration between peers and faculty taking place through those systems in the endeavor of learning was identified as a topic for future research, along with social media use and effectiveness. All schools were linked to social media to varying degrees. One school was only connected through Twitter, but most were on Twitter, Facebook, LinkedIn, and YouTube. Three were linked to as many as 343 social media sites.

5.4 Analysis of Best Practices Findings

After reviewing and synthesizing the findings of the best practices benchmarking, the Southwestern IMBA quantitative and qualitative data was reviewed to determine how Southwestern could enhance its IMBA program to better align with the top 10 programs in the four key areas identified: integrated program designs, rigor in student selection, greater diversity, and social learning opportunities. Student experiences were incorporated in this analysis to substantiate the findings of the best practices benchmarking.

Integrated program designs. The most striking difference between the Southwestern IMBA program and the top-ranking schools was compartmentalization of curriculum versus integration. The majority of Southwestern students who were interviewed revealed that while ethics and sustainability concepts were often woven

through the curriculum, international issues were not. An administrator commented about this as well:

It's almost like they get started in a vacuum as far as global and then all of a sudden, they jump in to their international classes. And they always tell me, "Well, I don't know about the IMBA because, you know, I haven't taken any IMBA classes yet. You know, I'm just in the core and the core isn't international!" So I think that's—that's a shame. I think it's a shame for the MBAs and the MBAs quite honestly (undisclosed administrator).

The point that students did not view the core classes as part of the IMBA was stated so frequently in interviews with them, that the researcher made it a point to clarify that students should consider the entirety of their experiences at Southwestern during the interview.

This compartmentalization of curriculum was not uncommon; it was just outdated. MBA programs were largely built around the functional areas of business (e.g., accounting, finance, marketing, management). Subjects were often taught in isolation, in the context of the local environment, and were assimilation focused (Datar et al., 2010). Even the title of the degree, Master's of Business Administration, implied that aspects of the business environment were simply something to be managed. Compartmentalization of curriculum at Southwestern IMBA led to unintentional repetition in coursework.

Overlap among classes was frequently discussed in student interviews. "I know there were several lectures [that were repetitious] and since I had those classes back-to-back some nights we would be talking about the exact same thing in both classes, and it was a little tiring" (second-year IMBA student). But repetition was not isolated to the IMBA courses. Students felt there was significant repetition across the required

curriculum at the college. The first three required courses were often identified as being repetitive. One student said

I know you have to stress certain things but sometimes I feel like, “Have I sat through this lecture before? I think that I have.” I feel like if you start from A, then at the end, you build to Z. That would help more than sometimes I feel like instead of building up we're just stacking here. (graduating IMBA student)

A first year IMBA student attributed this problem to silos within the college, which was confirmed throughout the research. Administrators, faculty, and staff often said they did not know the content of related or feeder courses, nor did they know much about the learning methodologies used by other faculty. Without knowing these important details, the unnecessary rather than strategic repetition was understandable.

Integration and synthesis of coursework at the Southwestern IMBA program will require collaboration between the program designer and the faculty; streamlining the curriculum (i.e., eliminating a topic altogether or integrating it within other relevant courses) is not a simple decision, but one that requires value-laden choices. For example, a high-level comparison of the curriculum at Southwestern IMBA and the top 10 programs revealed that if the decision were simply to duplicate the courses in the top 10 programs, information technology, law, and perhaps even the language requirement would be eliminated. Fifty percent or fewer of the schools had dedicated courses in these areas (see Appendix O). Mirroring these programs would also potentially mean deviating from Southwestern’s brand focus on ethics training. The first three required courses at Southwestern were on ethics, however, only half the top-ranking schools had separate ethics courses. Most had integrated ethics into other courses. At Southwestern,

integration could strengthen the ethics message or dilute it, depending upon how the integration was done.

An analysis of the unique features offered by the top 10 programs revealed how learning designs have been distinguished in the different programs (see Appendix N). Southwestern could enhance its brand focus on ethics through synthesis of the foundational courses and improved integration of ethics throughout the coursework. One second-year student suggested that the depth and complexity of learning could be enhanced through integration of the project work. “I think if they could actually focus all three [core] classes on the same project I think that would be a really good idea because then students would really get a lot out of it” (second-year IMBA student).

The Southwestern IMBA program allowed limited customization, as previously discussed. Integration would free additional space in the curriculum for customization. Allowing students more options to customize the degree plan may foster heightened engagement by improved alignment with their specific interests, as suggested by this student:

I would prefer to choose the courses I want to take and I guess that would be an improvement; that they could give more of a general framework: you need to take a course about leadership. Here’s a course about international leadership, global leadership, here’s one about corporate, American corporate leadership. Here’s one about small business leadership, something like that. (first-year IMBA student)

One graduating student’s negative commentary about a popular course illustrated how lack of student interest led to poor engagement. “The reason I didn’t get much out of that one is because I really don’t care about exports. I wasn’t interested at all. I just didn’t. Every now and then you take a class where you’re just, I could care less”

(graduating IMBA student). The administrators of the Southwestern IMBA program must carefully consider whether specific coursework is truly foundational, or whether students should have greater latitude to customize their degree plans.

Customization options that include the addition of more coursework focused on entrepreneurship and non-profit work would fill a gap highlighted by several students in the Southwestern IMBA program. “I know there’s a lot of people [at Southwestern] that are very focused on non-profit work and there’s not really anything [in the Southwestern program] that focuses on that” (second-year IMBA student). Some students discussed the value of the international studies electives in non-profit work, but stated the need for a business lens in these areas as well:

I think a lot of professors tend to assume that most students want to go into multinational corporations in their work, which is awesome, you know and its great if you’re prepared for that, but a lot of students here are not wanting to go into that area of work. (graduating IMBA student)

Administrators of the Southwestern IMBA program may want to consider additional elective options, including non-profit business, entrepreneurship, and more internationally focused marketing courses.

Another important way to create greater customization of degree plans is through a developmentally focused pre-program or introductory training and assessment. Many students at Southwestern were undergraduate business majors and complained about repeating basic business classes; pre-assessments should be examined as a viable way to address this issue and streamline the program. As previously discussed, Southwestern’s new student orientation focused on providing information, not student development. Orientation information is important; the question is whether 20 hours of informational

lectures are necessary. Could this information be provided in more relevant and developmental ways?

For example, the new student orientation included a one-hour session that reviewed the services the college offered for presentation skills development. That time could have been used for actual student development to trigger an interest in the services. For example, students could be assigned to come with a prepared five-minute presentation on a topic of interest to be delivered in a small group breakout session. Students would have a chance to learn about each other while receiving expert and peer feedback. Students would leave the session with plans for accessing and prioritizing presentation skill development services. Delivering a presentation during orientation may seem like a stressful start, but overwhelmingly Southwestern IMBA students revealed a need for higher expectations from faculty and staff. This is an example of how to raise the bar in a meaningful and developmental way. In addition to orientation, students frequently cited the required leadership weekend during the first quarter as lacking in relevance to their professional goals. This will be discussed further in Chapter 6 as it relates to experiential learning.

Curriculum integration and synthesis were identified as opportunities for the Southwestern IMBA program. Integration would streamline the curriculum, allowing students room to customize their degrees based on their specific goals. Customization may lead to enhanced student engagement and encourage faculty to increase the rigor of coursework. However, these changes will require attention to the strategic learning design of the program and collaboration among faculty throughout the college.

Rigor. As highlighted in the findings, many of the top 10 programs had high expectations for their students via rigorous program designs. Students were expected to enter the respective programs with a high-level of training in fundamental business skills or complete remediation. Southwestern IMBA students frequently cited a desire for more rigor. One first year IMBA student discussed her experiences:

The level of difficulty between professors is very disparate and I would actually prefer to have the harder like professor, cause it's a lot of money [laughter], and I want to make sure that I'm getting my money's worth out of it. (first-year IMBA student)

When asked what made a professor more challenging, this student said it was about expecting higher quality work and challenging students to think critically. Some of her professors gave more assignments that she classified as busy work as opposed to fewer assignments of quality and depth. Another student agreed that rigor was generally low, saying:

I think a lot of times we are all singing "Kumbaya" and just accept people and accept maybe mediocre output. So like I worked all the time and didn't put as much effort as I should have into my school and still got high grades. And I don't think that I'm that smart. If they were a bit more critical and pushed us a little bit further I think if we—I think we need to be uncomfortable, like pushed out of our comfort zone a little bit in order for us to really grow and get the most out of this. (first-year IMBA student)

This same student felt the instructors lowered their standards to create a friendly learning environment. This was substantiated in interviews with some administrators and faculty at the Southwestern College of Business as well as with faculty in the College of International Studies.

Rigor and a friendly learning environment need not be mutually exclusive. One graduating student said her favorite professor was also the most challenging. "I've never

gotten an A with the lady, but I learned so much with her because she teaches you the theory, but she makes you apply it.” Students often cited the international studies classes as favorites, with higher difficulty than those at Southwestern College of Business, as expressed in the following:

They are like night and day. Because you can just tell that those professors are in the moment, they are probably speaking about it, probably somewhere in D.C. or something, speaking about what’s going on right now. So they bring it to their classrooms or they are very up-to-date and then very intense in the sense that they expect you to be as up-to-date as they are, and I appreciate that. But coming from [Southwestern College of Business] where that’s expected, you realize that you have a steep learning curve to get—to be able to compete in those classes and I sometimes feel bad because they already expect [Southwestern College of Business] students to not know what’s going on. (first-year IMBA student)

This student’s experience highlighted two important elements of rigor:

continuously challenged students and faculty who are actively engaged in research and/or practice. A graduating student said she consistently felt faculty seemed reticent to increase rigor out of a lack of faith in student ability. Interviews with faculty, students, and administrators confirmed this attitude, which was related to limited work experience among students in the graduate program.

Admissions guidelines at Southwestern Business College included a minimum for work experience. While 2010 demographic information showed the average work experience to be five years, the researcher found respondents had much less experience, representing a large skew in the data. Most student respondents reported fewer than five years of work experience, and several had none. Interviewees frequently discussed the inexperience of their classmates.

Inexperience in the program was often attributed to the 4-1 and 3-2 programs (hereafter expressed as 4-1/3-2) that allowed undergraduate business majors to complete their bachelor's and master's degrees in five years. "The 4-1/3-2 students don't bring anything really to the [program]; half the people in my cohort don't even have experience" (second-year IMBA student). This student's impression did not reflect the actual demographics of the IMBA program, but were likely a reflection of his experience in his finance concentration (MS finance students were often discussed in terms of their lack of work experience). However, these same concerns were mentioned in most student interviews to varying degrees. For example

I have worked really hard since I graduated from undergrad and I expected, coming in, there would be more work experience and topics and discussions and that interacted in the classroom and was a little bit disappointed about that. (first-year IMBA student)

Students said the inexperience among fellow students not only negatively impacted their personal learning, but also the college's ability to help graduates advance their careers. "If recruiters know that students don't have experience, why would they recruit here?" (first-year IMBA student). A graduating student summed up his frustration by saying that the 4-1/3-2 programs devalued his degree.

There were so many negative comments about the 4-1/3-2 programs that the researcher asked the students enrolled in these programs for their views. They all felt the degree intellectually prepared them for work, but acknowledged that their lack of experience was a liability. For example

I think we get attacked like, the people in the class that don't have any real world experience, which definitely has some validity to it, but I think in that sense the program would serve the need of helping us to become prepared for, you know

better prepared for that full-time experience . . . (3-2 IMBA student)

Interviews with 4-1/3-2 students, several of whom were graduating, also revealed low self-efficacy in global leadership competencies and a sense of isolation from more experienced classmates, however all of them were pleased with their experiences and development overall. Interestingly, some 4-1/3-2 also thought the IMBA program lacked rigor. Peer learning will be discussed again later in this analysis.

Students cited several ways faculty could make the IMBA program more rigorous. Suggestions included higher-level learning assessments, personal coaching, more hands-on application assignments, and more individual (as opposed to group) assignments. As discussed previously, students thought their elective courses in the College of International Studies were more rigorous than courses in the Southwestern IMBA program. An international studies faculty member suggested that Southwestern College of Business professors address the issue of “grade inflation” by shifting focus away from group work in favor of increased individual accountability for assignments. This would require greater commitment by faculty to provide feedback and coaching throughout student learning.

A second way to improve rigor was through an environment of idea generation. At many of the top 10 institutions, idea generation was accomplished through faculty research or Ph.D. programs. At Southwestern, sophisticated learning techniques could achieve the same goal. For example, respondents cited the Oxford sessions as an example of higher-level learning based on discussion and critical thinking. In these sessions, part of a core ethics course, students worked in small groups to critically

analyze and explain assigned content to a panel of instructors. “The Oxford sessions were a very powerful experience. I was very impressed by that. I’ve never done that before, that style of learning, and I was very impressed with it” (first-year IMBA student). This same student went on to say that the rigor in that form of learning was both engaging and allowed a diversity of viewpoints to be expressed.

Improving rigor in the Southwestern IMBA program was revealed as an important step toward solidifying learning outcomes and competing with top 10 institutions. This can be accomplished through a combination of efforts including enhanced pre-program assessments and training; higher-level learning assessments; increased feedback and coaching for students; more sophisticated learning techniques; and more stringent work experience requirements for admission into the program. This last recommendation could negatively impact diversity at the college, however, since the majority of international students were in one program (MS finance) and generally had limited work experience.

Diversity. As discussed in Chapter 4, ethnic and racial diversity was critically lacking in the Southwestern College of Business, even as gender diversity was high. The primary area of diversity was in the MS finance program, with a large Chinese population. This population of students raised the overall diversity percentage at the college. One administrator stated that if any blocks were imposed on immigration from China to the U.S., the MS finance program would collapse and probably take the college with it (undisclosed administrator). Students were keenly aware of the lack of diversity. One first-year student stated, “I think it’s very homogenized here. It’s very, you

know, same class, same color, same credo almost.” Southwestern IMBA students were also aware that the college lacked a diversity of international students, as expressed in this comment: “I really wish as an international MBA program they would focus on drawing students in from other countries” (second-year IMBA student).

The IMBA students’ genuine desire for intercultural connection was evident in their discussions about group work with international students in the college. One student shared her experience:

I think that many of the group projects that I’ve done have been very helpful, especially since the IMBA program is kind of weaved in with the MS finance students who are Chinese, a lot of them. And so, giving us that opportunity to work with them has been great. (second-year IMBA student)

While the opportunity to work with international students was compelling for IMBA students, frequent commentary expressed obstacles to forming relationships with them. Many students attributed the difficulty to language barriers. International students were required to demonstrate proficiency in English through TOEFL exam scores at the time of admission or prior to entering the program. However, the actual English proficiency of the Chinese students was emphasized as a common concern.

A first-year IMBA student confirmed that this issue was common and rarely addressed by faculty. He attributed it to ethnocentricity, a markedly different perspective from his peers. Given the prevalence of this concern, the researcher worked to understand this student’s experience, and a verbatim transcript of the discussion is presented here:

Student: Part of the issue, I mean I think some things that could help people in general, working people from a lot of the countries in fact, this is quite

official—there's a lot of narrow-mindedness at our school when it comes to working with international students.

Interviewer: So do you think the stigma is coming from faculty, staff, students, all of the above?

Student: I could say it probably is all of the above. I think the administration could do a better job or the faculty could be doing a better job.

Interviewer: And so how do you see this playing out in classes?

Student: Well, there's definitely separation between the international students and domestic students if—to label them. Yeah, but they're—most international students that I've experienced in class don't speak up a lot, they're not engaged. I don't think it's because they're not capable, they're just—the program is not engaging them.

Interviewer: Why do you think that is?

Student: Probably a lack of understanding the best way to engage them and a perception that if they are here they need to adjust to our standards. I'm just going to give you an example. On a lot of the East Asian students, if you look at the culturally it's not appropriate to jump in on a discussion and talk over somebody else. Here, that's an expectation. Not to necessarily talk over them, but join the class in discussion. If you know, took some time out on these discussions and really made some effort to ask poignant questions and change the structure of discussion I think that makes us more involved.

Interviewer: How do you think that could be done?

Student: I would like to see more attention paid to how [participation] functions in other societies. One of the things I thought of doing essentially would be to address the perception gap of the Asian students and the domestic students here was to hold some sessions where we run meetings the way you would in China or the way you would in Japan and to have a round table or discussion and let them lead it. Try to experience a culture as you do there. More programs like that or ingraining that into the curriculum. Yeah, so I mean like, Japanese is very consensus based and it's one thing to read about it and to understand that's what they do, but to actually go through that process and experience it first hand, I think would be beneficial.

This student's idea has merit, and was supported by a second-year IMBA student, who shared that this approach had been effective for a project at his work-study job. A few students had heard that the college was exploring better ways to involve international students. This would be of great benefit to increase the inclusive excellence of the college. As defined on Southwestern University's Web site,

Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of faculty, staff, student, and alumni constituents and all the valuable social dimensions that they bring to the campus, including but not limited to race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age and disability.

The students who had formed relationships with international students enthusiastically shared the positive impact it had on both parties. One IMBA student, who characterized himself as "competitive" and "arrogant" (not descriptors commonly used by his IMBA peers), shared how his friendship with an international student shifted his competitive focus to one of understanding:

I was hanging out with one of the students, one of the Chinese students last night and listening, we were having a conversation. She was saying some things during our conversation about, we were talking about religion around the world actually. Initially I probably would of thought that she was kind of uneducated and ignorant in her way of looking at it, but having done all of this I realized that she just had never been brought, she hadn't been brought up looking at things from my way. She was looking at them from a different angle. So, it's not that she knew less than me, it's that she just knew it differently than I did, you know? (graduating IMBA student)

Two first-year IMBA students stated that forming connections with the international students was different than forming connections with their American peers. Both said friendships with the American students were often based on shared tasks, like

group projects, and grew into something more over time, while relationship building with the international students started through points of shared personal connection. For example, one American student said her connection with international students started when a few of them saw a picture of her children. Even though they did not have children themselves, they were homesick for their own families and asked for the opportunity to meet hers. This surprised the American student, since having children seemed to a barrier to forming relationships among her American peers.

The assumption that group work in a challenging outdoor orientation would lead to personal connections among diverse students was not accurate. Rather, personal connections led to better group work through more meaningful relationships. Students, professors, and staff who succeeded in this area did so mostly through one-on-one interactions characterized by personal connections and mutual interests. For some students, the cohort system provided a useful vehicle to form relationships; it was not the impetus for those relationships however and therefore did not guarantee they would occur.

Inclusive Excellence action plans must go beyond simply attracting diverse students by truly creating an inclusive environment for them. For example, while Southwestern had an extraordinarily high female student population, student interviews revealed that the college was not inclusive of parents or students with partners. While this impacted males, female students more commonly brought up these concerns, stating that they faced roadblocks in flexibility and inclusivity. Two female first-year students with children discussed the multiple challenges they had encountered, specifically in the

cohort system. One student, who was placed in an evening cohort despite her request for a daytime cohort, said:

I went back to school to go to a full-time program because I wanted to go to school during the day so I could be home with my family at night and that has not been the case at all. Even now, this quarter, I'm taking a class on Tuesdays and Thursdays from eight to ten at night and I have a class on Tuesdays and Thursdays from two to four. So, I leave campus at four, go home, sit down with my family and then have to come back and after I put the kids to bed, so, and that's, it's kind of disappointing in that regard, so not just me, but for my family.

Even though students with partners and children represented a small population (percentage unknown, as this is not data collected by the college), their issues pointed to a larger theme that emerged in this research: Significant attention was required to make Inclusive Excellence a reality in the college. Attracting and retaining diverse students should be a primary focus, which would lead to greater social learning, and increase the diversity of viewpoints and experiences among students.

A careful analysis of the benefits and obstacles of the cohort system as related to diversity limitations is also recommended. Cohort systems were designed to group students by experience level or program for the purpose of building deep relationships with peers. At Southwestern College of Business, most students were assigned to a cohort group based on student status and were required to register for classes identified for their cohorts. This was referred to as a "lock-step" approach in which all students in a cohort experienced the same curriculum and professors on the same schedule. The principle assumption of the cohort systems concept was that relationships among peers would form more quickly and deeply through intense exposure to each other. While this was stated as true in 4 student interviews, it was not true for the other 20. Interviews also

revealed that the structure of the system marginalizes certain groups of students and unnecessarily restricts freedom of choice. One part-time IMBA student (part-time students are not included in cohorts) shared her experience: “If [Southwestern] itself wants to have good and integrated programs, they may want to reconsider that, and just allow students to group naturally because they have similar interests, as opposed to putting up superficial boundaries of us versus them.” An administrator at the college said the diversity implications resulting from the cohort system are of great concern:

My main concern about the cohort system is that, you have no diversity in the classroom. I mean, this school is supposed to be one of the three main pillars of globalization right? How can you teach intercultural anything if you’ve got a class full of all-Americans? (undisclosed administrator)

Diversity of thought was also brought up as being compromised by the system.

“They need to get away with the cohort program. It would be nice to have new faces and new ideas in every class” (graduating IMBA student). When asked for solutions on how to improve the cohort experience, many students said it should be disbanded entirely. However, one student, who enjoyed her assigned schedule and cohort members, suggested that having smaller cohort groups defined by shared interests might be a viable alternative to the present cohort system. The college could form classes with two or three cohort groups, achieving both unity and diversity in the classroom, and save a few seats for students designing their own schedules. The student acknowledged that her idea would be cumbersome from an administrative standpoint.

Social learning. Social learning, including peer learning and mentoring, was not a significant differentiator among the top-ranking schools, but exemplary practices were identified that Southwestern could adopt to improve in this area. The findings based on

the statistical analysis of learning methodologies in Chapter 6 provide a compelling case for all business schools to reconsider the importance of social learning, specifically mentoring, in student development.

Interviews with Southwestern IMBA students revealed that the faculty throughout the college was generally well regarded, but increased personal interactions through mentoring would be a welcomed opportunity. High marks in mentoring were most often attributed to the program administrators who were extraordinarily personable with students; some of these individuals formed genuine and meaningful working relationships with students on a one-to-one basis. Some students said this compensated for the negative advising experiences they had had at the college-level and provided personal interaction that was sometimes lacking with professors in the classroom. While the program administrators said they enjoyed interacting with students, their workloads were unnecessarily burdened with advising and mentoring that should have been shared by faculty and staff across the college.

Based on the best practices benchmarking data, a few of the top 10 colleges have created what appear to be strong institutional cultures of social learning. Instituting a college-wide, peer advising and mentoring program that is required for all students may foster a stronger community and sense of personal leadership throughout Southwestern. It would also reduce the mentoring obligations of staff members. Student mentors would need a framework to get started and minimal check in. According to Southwestern students, advising needed immediate improvement. Once improved, the peer-mentoring program could be a check point with the advisor. Faculty mentoring could be more

formalized so that there is a culture of mentoring created rather than transactional relationships. This could be done in conjunction with strengthening the flexibility and access of the current mentoring program at the college. By creating a culture of social learning at the college, Southwestern has an opportunity to distinguish itself among its peers and perhaps even among the top 10 institutions.

It was hypothesized that social learning through technology, especially social media and online collaboration tools, would be beneficial for student's development. However, that hypothesis was disproved in most cases. In personal interviews, students revealed that faculty did not engage them through social media. Some felt that social media did not have a place in learning. There was a strong sentiment among students that social media was a distraction in classes and a poor vehicle for collaboration, as expressed by this student:

Social media, it actually drives me crazy how much people are on it and I hope it goes away, but I know it's not. I mean, I got on Facebook and that's enough, but Twitter and the constant updates I just, I hope it goes away. (second-year IMBA student)

Most students who used collaboration tools for class discussions described them as not being engaging. "I mean, I use the discussion tools. I don't really know that we kind of did that more as a requirement versus the I actually want to have a discussion sort of stuff" (first-year IMBA student). This may be due in part to ineffective usage. There was an almost unanimous student sentiment that technology was underused or poorly used at the college. However, one student who worked in social media and enjoyed technology felt it had great application if used well, as expressed in this comment:

I think social media's more valuable too if you use it in...and I'm coming at it

from a marketing perspective...but it's more valuable if you use as a whole content marketing program. So, if it's combined with a blog or if it's combined with a conference or like, in and of itself, it's more about what you do with it. Like Twitter, itself, is not that awesome, well it's pretty awesome [laughter]. And then asking questions of people, answering questions for people, interaction, I think, is very important. There's a lot of people who have Twitter accounts and they just throw out information, but I think the interaction is what makes it more valuable than like sending me an e-mail, but if you had a professor doing a blog or, I guess, I suppose you could use it too to interact outside of class time. (graduating IMBA student)

Because students admitted to a lack of collaboration on group projects, the researcher believes that collaboration through technology is an important area for future study. Furthermore, students cited the absence of technology use by professors, rather than its poor use, again a potential area of further research.

5.5 Limitations

Although a comprehensive review of all available information from each of the top 10 schools was performed for this study, documentation often evokes a more positive reality in terms of program design, curriculum, and learning methodologies than might be discovered through on-site research. Personal interviews with students and staff at each of the top 10 institutions would confirm how program designs translated into practice. At a minimum, this study provided context for how Southwestern compared to the top 10 business schools at a design-level. At best, it provided useful examples of how Southwestern and other IMBA programs might strengthen their program designs to improve student experiences.

5.6 Summary

This chapter presented the findings to identify the program design and learning methodologies used at Southwestern IMBA compared to the top 10 business schools

determined by *The Financial Times* of London. Differences were identified and analyzed based on multiple data sources, including student and staff interviews, to propose areas for improvement. This analysis was important to understand how the learning design at Southwestern may have impacted the effectiveness of individual learning methodologies. This impact is further examined in Chapter 6 through the discussion and analysis of the quantitative research findings.

Chapter Six: The Relative Importance of Learning Methodologies in Global Leadership Development

The ultimate aim of this research was to determine the actual effect of learning methodologies on the global leadership competence of IMBA students, as quantitatively measured by the GMI and qualitatively measured through student experiences. The previous chapter described the specific development methods used in the Southwestern IMBA program and how they compared to the 10 top ranked internationally-focused MBA programs in the world. This laid a foundation for understanding research question 3: To what degree does each methodology in the GLDE model predict high scores on the GMI, compared to the combined effect of the development methodologies?

Due to the volume of data produced in response to research question 3, the streamlined quantitative data will be presented first in this chapter, then put into context through a discussion of the qualitative student experiences of each of the development methods. The mixed methods analysis provided robust data regarding the effectiveness of each development methodology in the context of global leadership development.

6.1 Statistical Testing of the Global Leadership Development Model

It was hypothesized that the combined effect of development in each learning domain (i.e., cognitive, social, and humanistic) would produce higher scores on the GMI. This was substantiated through statistical testing and will be explained in this chapter. However, as the dissertation title suggests, the researcher wanted to specifically discover

the effect of each learning methodology on student development. This was an important question to examine, since both the literature of global leadership development generally, and the top-ranking IMBA programs specifically, reflected a tendency to focus the bulk of learning in the cognitive domain. This was certainly true of the Southwestern IMBA program in the findings of research question 1. Through regression analysis, different learning methodologies were shown to have different degrees of correlation with decomposed GMI scores. The researcher also wanted to examine the effect of substantial international travel on GMI scores, based upon the hypothesis in the literature that international travel produced the greatest single effect in global leadership development. To answer these questions, the researcher performed a series of statistical tests in this order:

1. Hierarchical Regression Analysis Predicting GMI Score (IV=whole model)
2. Hierarchical Regression Analysis Predicting GMI Score (IVs=formal learning, experiential learning, mentoring, peer learning, self-efficacy)
3. Hierarchical Regression Analysis Predicting Scores On Deconstructed GMI (DVs=intellectual capital, social capital, psychological capital; IVs=formal learning, experiential learning, mentoring, peer learning)
4. Correlation of study variables

The findings of each test were presented and analyzed in this order, since it was through this process that the researcher came to the conclusions about the degree to which methods matter in global leadership development.

6.1.1 Testing for the assumptions of regression.

Prior to conducting the analyses, the assumptions of regression—normality, linearity, homoscedasticity, and independence—needed to be tested. It is important to note that all of the mentioned assumptions were applicable to the residuals (i.e., predicted minus observed values) and not the raw scores.

Test for assumption of normality. The probability plot of the residuals determined that the assumption of normality was met, as all the residual values landed along the diagonal of the Q-Q plot as shown in Figure 10.

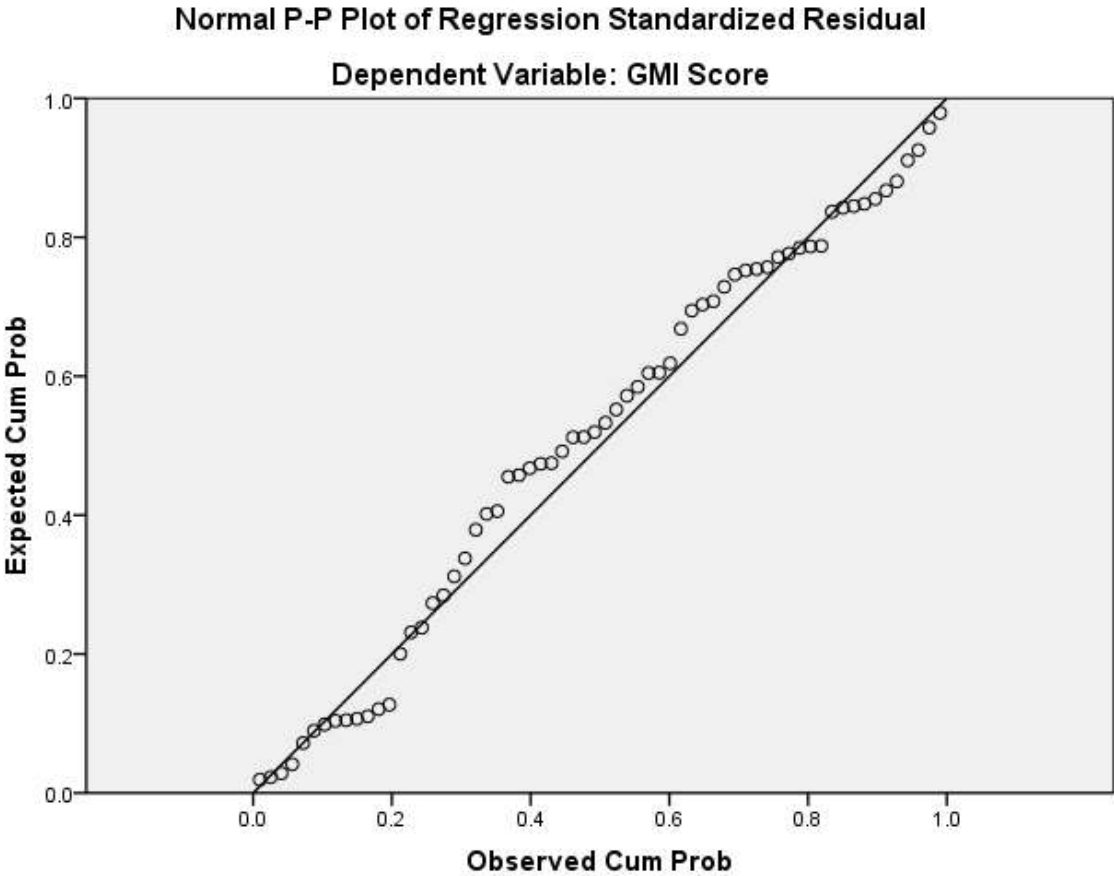


Figure 10: Normal P-P plot of regression standardized residual test for homoscedasticity and linearity of standardized residuals vs. standardized predicted value.

To test the assumption of linearity and homoscedasticity, a scatter plot of the standardized residuals against the standardized predicted values was constructed. Through assessment of this plot it was determined that the residuals were randomly scattered around zero, thus meeting the assumption of linearity and homoscedasticity.

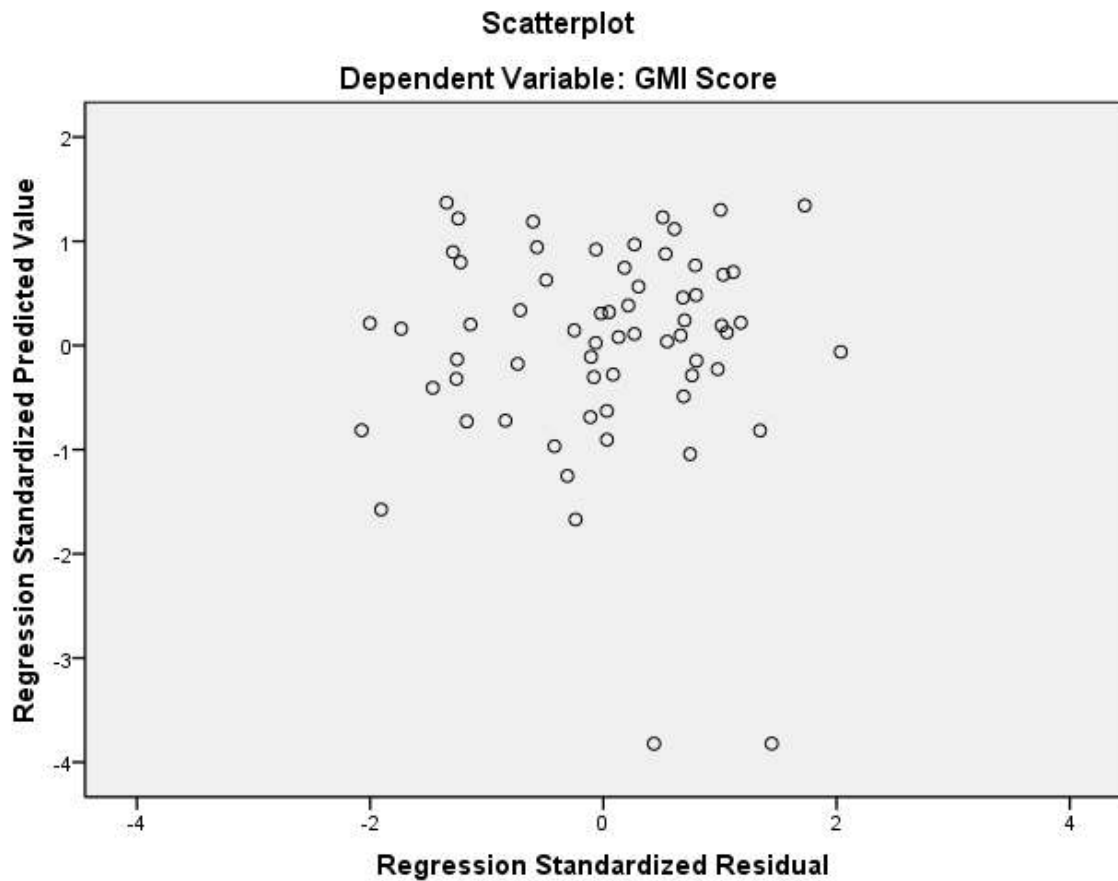


Figure 11. Scatterplot for DV GMI score.

Test for assumption of independence: Durbin-Watson test. The Durbin-Watson statistic tests for significant residual autocorrelation at lag 1. The recommended value for this statistic is between 1.4-2.6 for small samples (Bobko, 2001). The Durbin-Watson test statistic for this sample was .6. This was not within the expected range, but was acceptable since a time-series regression was not performed. Violations of this assumption have more severe consequences in time-series regression models. Sequential correlation in the residuals indicates that there was room for enhancement in the model.

6.1.2. Hierarchical regression analysis predicting GMI score

(IV=whole model).

When the data was originally screened for the assumptions of regression using the composite score of the model as the independent variable and the GMI score as the dependent variable, the assumptions were not met. Upon closer examination, this was found to be due to multicollinearity in the model variable. High collinearity does not reduce the predictive power or reliability of the model as a whole (Meyers, Gamst, & Guarino, 2006). It simply means that the redundancy among individual components of the model cannot be effectively identified. This meant that the model needed to be broken down further to attempt regression testing. From a theoretical perspective, the multicollinearity made sense, since the model was an ecosystem in which the component parts interacted with one another.

6.1.3 Hierarchical regression analysis predicting GMI score (IVs=formal learning, experiential learning, mentoring, peer learning, self-efficacy).

The model was then rerun using the score of each element of the model instead of the composite score (formal learning, experiential learning, mentoring, peer learning, and self-efficacy). A hierarchical multiple regression with two blocks was constructed with experiential learning, formal learning, peer learning, mentoring, and self-efficacy as independent variables. The GMI score was used as the dependant variable with number of credit hours taken used as a covariate. The deconstructed model tested as a whole (i.e., in the block) met the assumptions of regression within acceptable standards.

Only self-efficacy was found to be a significant predictor of the GMI score (see Table 12). The results indicated that 9% of the variation of the GMI score was explained by the self-efficacy measure.

Table 12.

Summary of Hierarchical Regression Analysis Predicting GMI Score (N =64)

	B	SE B	β
**Self Efficacy	0.275	0.105	0.307

Notes: n = 64, $r^2 = .09$, $**p < .05$

While this finding was statistically significant, r squared was on the lower end. This was likely because the relationship between self-efficacy and GMI scores was not linear. Upon deeper decomposition and analysis of the model, this was confirmed. Self-

efficacy appeared to have a mediating relationship with the learning methodologies and the meta-competencies within the GMI score.

Further analysis was performed using self-efficacy as the dependent variable and formal learning, experiential learning, mentoring, and peer learning as independent variables. The intent was to determine the underlying effect of each learning methodology while controlling for the overarching effect of self-efficacy. The test revealed that both formal learning and experiential learning were significant predictors of self-efficacy (see Table 13).

Table 13

Summary of Hierarchical Regression Analysis Predicting Self-Efficacy (N =64)

	B	SE B	β
**Experiential Learning	0.364	0.132	0.324
* Formal Learning	0.343	0.19	0.212

Notes: n = 64, $r^2 = .18$, **p < .05, *p < .10

6.1.4 Hierarchical regression analysis predicting scores on deconstructed

GMI (DVs=intellectual capital, social capital, psychological capital;

IVs=formal learning, experiential learning, mentoring, peer learning)

The GMI score was then decomposed into the respective scores for intellectual capital, social capital, and psychological capital. The intent was to determine the correlation between individual learning methodologies and each area of GMI. The researcher hypothesized that formal learning would have a high correlation with intellectual capital; social learning would have a high correlation with social capital; and

experiential learning would have a high correlation with psychological capital. To run this test, each component of GMI was used as a separate dependent variable in its own regression model with the learning methodologies as separate independent variables. Since psychological capital did not significantly correlate with any of the study independent variables, it was eliminated as a potential dependent variable. This will be discussed in the analysis.

The results of the test for the intellectual capital variable revealed that self-efficacy was responsible for 22% of variation in the intellectual capital score. The following depict the results for a hierarchical regression model with 3 blocks using the intellectual capital score as the dependent variable. The 4 learning modules were block one, “travel more than 25 weeks” was block two, and self-efficacy was block three (Table 14).

Table 14

Summary of Hierarchical Regression Analysis Predicting Intellectual Capital Score (N =64)

Hierarchical Regression Coefficients with 3 Blocks			
	B	SE B	β
Self-Efficacy	0.17	0.05	0.55

Notes: n = 64, r² = .47, r2 change = .22, **p < .05

Dependant variable: intellectual capital

The results of the test for the social capital variable revealed three significant predictors: self-efficacy, mentoring, and “travel more than 25 weeks.” The following

depict the results for a hierarchical regression model with 3 blocks using the social capital score as the dependent variable. The 4 learning modules were block one, “travel more than 25 weeks” was block two, and self-efficacy was block three. These variables accounted for 36% of the variation in social capital scores (Table 15).

Table 15

Summary of Hierarchical Regression Analysis Predicting Social Capital

Score (N =64)

Hierarchical Regression Coefficients with 3 Blocks			
	B	SE B	β
**Travel More than 25 Weeks	0.375	0.131	0.323
** Mentoring	0.19	0.105	-0.183
** Self Efficacy	0.11	0.048	0.386

Notes: n = 64, $r^2 = .60$, r^2 change = .36, **p < .05

Dependant variable: social capital

6.1.5 Correlation of study variables

The three variables that comprised global mindset (Javidan, 2009) were all highly correlated with one another. The correlation between social capital and psychological capital was the strongest among the three variables ($r(64)=.58$, $p<.05$). Social capital showed the next highest correlation with intellectual capital ($r(64)=.53$, $p<.05$). Finally, intellectual capital correlated with psychological capital ($r(64)=.40$, $p<.05$). Global mindset was a previously tested and validated construct. As discussed previously, however, it was important to deconstruct it into its component parts to reveal the

relationships between the construct and learning methodologies employed in global leadership development.

The correlations between learning methodologies and the component parts of global mindset revealed statistically significant relationships between social learning and social capital ($r(64)=.36, p<.05$); formal learning and both social capital ($r(64)=.28, p<.10$), and intellectual capital ($r(64)=.26, p<.10$); and experiential learning and intellectual capital ($r(64)=.28, p<.10$). Social learning represented a composite variable comprised of mentoring and peer learning.

“Travel more than 25 weeks” was treated as a separate variable to better understand the relationship between travel and global mindset. It was strongly correlated with social capital ($r(64)=.38, p<.05$) and correlated with self-efficacy ($r(64)=.23, p<.10$). The most interesting finding was the high correlation between “travel more than 25 weeks” and psychological capital ($r(64)=.23, p<.10$). Psychological capital did not correlate with any of the learning methodologies directly. The relationship between travel and psychological capital in the correlation matrix illuminated an indirect relationship, however, that is discussed in the analysis section.

Among all of the variables in the correlation matrix, self-efficacy showed the strongest relationship with all variables. Every variable was highly correlated with self-efficacy at $p<.05$. The correlation matrix (see Table 16) confirmed the strength of self-efficacy in global leadership development that was previously shown in the regression analysis.

Table 16

Correlation Matrix of All Variables

	1	2	3	4	5	6	7	8	9	10
1 Psychological Capital	1.000									
2 Social Capital	0.58**	1.000								
3 Intellectual Capital	0.40**	0.53**	1.000							
4 All Social Learning	.084	0.36**	.132	1.000						
5 Formal Learning	.102	0.28*	0.26*	.207	1.000					
6 Experiential Learning	.092	.124	0.28*	.209	.203	1.000				
7 Mentoring	.088	.379	.122	0.92**	.127	.199	1.000			
8 Peer Learning	.029	.158	.094	0.69**	0.25*	.182	0.38**	1.000		
9 Self Efficacy	0.41**	0.52**	0.51**	0.46**	0.42**	0.43**	0.41**	0.34**	1.000	
10 Travel More than 25 Weeks	0.23*	0.38**	.122	.055	.114	.125	.023	.082	0.23*	1.000

Notes: n= 64 **p < .05, *p < .10

6.2 Analysis of Statistical Findings

The analysis of the statistical findings of the regression and correlation tests confirmed two of the three research hypotheses. The results showed formal learning was correlated with intellectual capital and that social learning (a composite score for mentoring and peer learning) was correlated with social capital, as the researcher predicted. Psychological capital did not significantly correlate with any of the learning methodologies, but the researcher had reason to hypothesize that there was an indirect relationship between experiential learning and psychological capital.

It is important to note that the component parts of GMI (psychological capital, social capital, and intellectual capital) all correlated highly with one another. The constructs were so highly interrelated that development in one area effected a degree of development in the other areas. This indicated that an indirect relationship between learning methodologies and development of psychological capital existed, but was not explicitly expressed. A deeper analysis of the correlation matrix showed a correlation between “travel more than 25 weeks,” self-efficacy, and psychological capital. Travel

was a form of experiential learning. The path model for this relationship is shown in Figure 12.

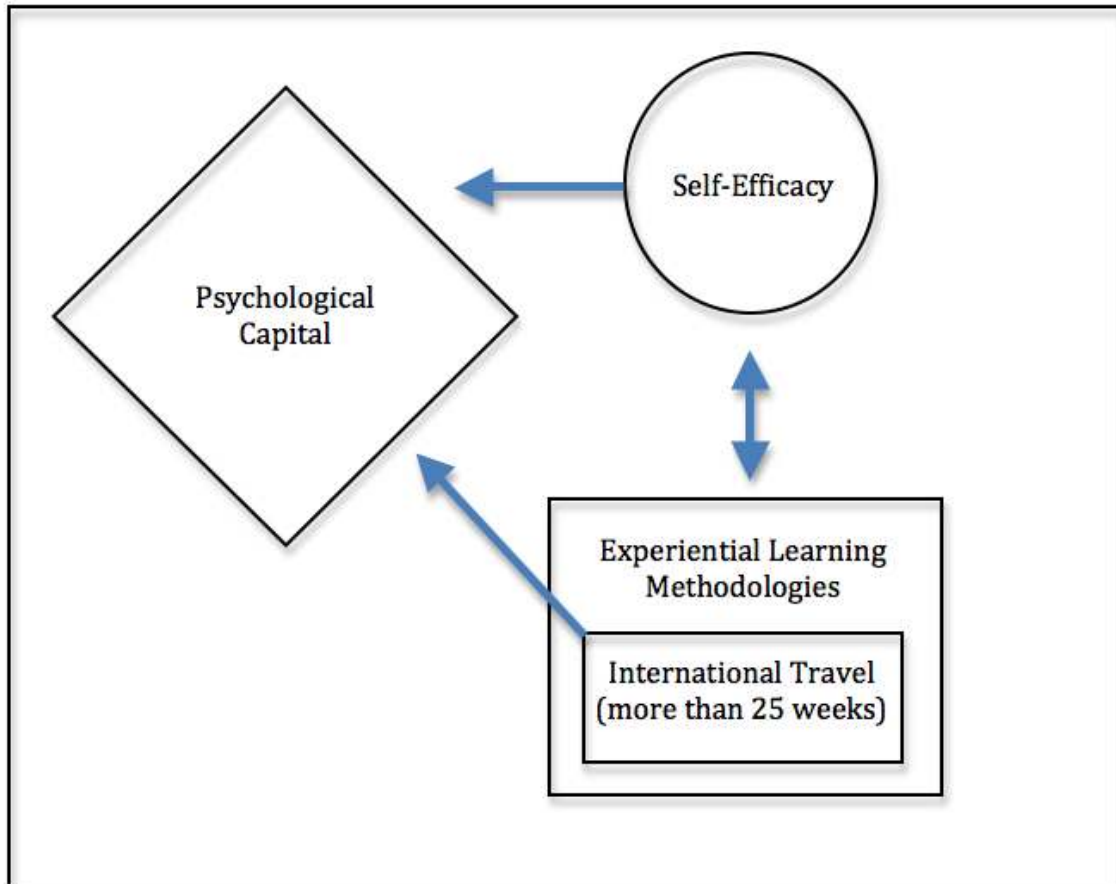


Figure 12. Path model for psychological capital.

Experiential learning correlated with formal learning, which was plausible since the experiential elements were based in formal coursework. The lack of correlation between travel and experiential learning may be attributed to two reasons: 1) This measurement of travel was based on experience prior to entering the IMBA program. Therefore, it could be hypothesized that the psychological capital of these students was already developed through interest in and the ability to travel internationally prior to the

program. Students in the sample indicated a high degree of travel experience pre-program. 2) The measurement itself may have skewed results. Experiential learning was the only area in the survey analysis that had poor reliability. The link between experiential learning, travel, and psychological capital was identified as a subject for future research.

Formal learning also correlated with social capital, but not with social learning. This result indicated that formal learning and social learning were distinct development methodologies. It also suggested that gains in social capital were a result of group work done in formal learning. Social learning, however, had a much higher correlation to social capital than did formal learning. The implication was that if group work conducted through formal learning was intended to develop social capital, stronger elements of social learning should be included (i.e., mentoring and peer learning). The relationship between all of the study variables is illustrated in Figure 13.

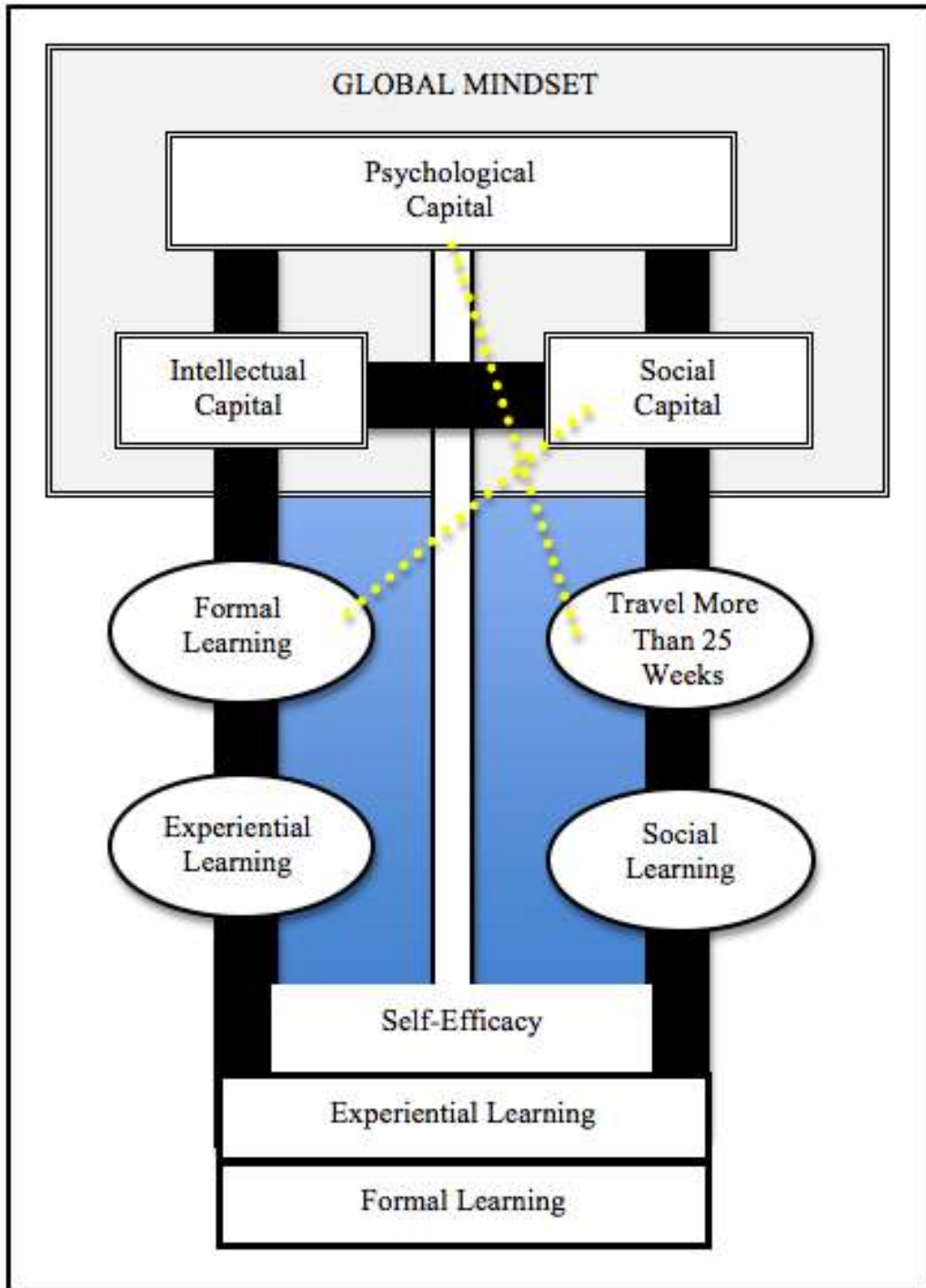


Figure 13. Relationship between study variables.

6.3 Student Development Experiences in Each Learning Methodology

This section qualifies the results of the statistical findings using additional quantitative data drawn from the web-based survey, as well as qualitative student interview data. The web-based survey findings revealed the degree to which students believed each methodology in the framework developed them as global leaders; the interview data illuminated student experiences.

6.3.1 Data coding process.

As discussed in Chapter 4, the survey was divided into 8 sections: student information (i.e. demographics), perceived importance of global leadership competence, formal learning, experiential learning, mentoring, peer learning, self-efficacy, and general IMBA program feedback. Interview protocols asked students about their experiences with each learning methodology in the GLDE model. It was important to integrate the web-based survey findings with student interview data to synthesize the study findings further, because the analysis of the web-based survey data resulted in 6 major themes (see Appendix Q), while student interviews resulted in 17 themes among the 4 categories of learning methodologies (see Appendix R).

Themes were identified in the interview data through descriptive and focused coding techniques. Additional qualitative data on student experiences was drawn from the open-ended responses from students on the web-based survey. While the principal intent of the web-based survey was to quantitatively measure the experience of students, the open-ended questions were included to capture comments from students who consented to provide written commentary but did not agree to be interviewed in person.

The sample size for the web-based survey was more than double that of the personal interviews. Therefore this strategy was effective. It also may have contributed to the reliability of the qualitative data by capturing the experience of students who were not willing to be interviewed.

Once descriptive codes were determined for each phrase or statement, they were grouped into categories for further analysis. These categories were: student information, formal learning, experiential learning, mentoring, peer learning, self-efficacy, and organizational mission, vision, and values. Codes in each category were then distilled into themes. Once the two streams of data (i.e., from the web-based survey and interviews) were analyzed together, the 23 themes were further reduced to 10 significant themes (see Appendix S). Four of these themes were discussed in Chapter 5, as they related to the overall program design. The remaining 6 themes are discussed here for their relevance to specific learning methodologies. It should be noted that while the majority of students said they had good experiences overall at the college (as confirmed in the web-based survey results), many of their comments focused on ways their learning experiences could have been improved. The 9 themes are shown in Table 17.

Table 17

Summary of Qualitative Findings

Organizational Mission, Vision, Values	<ul style="list-style-type: none"> • Global leadership competence was a critical goal of the IMBA program, but needed to be better operationalized.
Formal Learning	<ul style="list-style-type: none"> • The MBA and IMBA curriculum needed to be better integrated and synthesized. (discussed in Chapter 5) • Formal learning was effective, but needed to be more dynamic, engaging, and rigorous.
Experiential Learning	<ul style="list-style-type: none"> • Experiential learning was well-received and critically important for students' self-efficacy. ** • Additional and more relevant experiential learning needed to be incorporated in the program design. (Discussed in Chapter 5) • Travel programs needed a better balance between skill application and cultural contexts.
Social Learning (Mentoring and Peer Learning)	<ul style="list-style-type: none"> • Formal mentoring had a strong, positive impact on student development, but needed to be more formalized and more accessible. • Group work needed to be more structured and better managed to achieve learning outcomes. • Inclusive Excellence needed attention throughout the college. (Discussed in Chapter 5)
Self-Efficacy	<p>**Captured in Experiential Learning section</p>

6.3.2 Global leadership competence was a critical goal of the IMBA program, but needed to be better operationalized.

As the GLDE model suggests, the organizational mission, vision, and values of an organization or institution are the foundation of global leadership development. The majority of Southwestern IMBA students (88%; n=60) agreed (32%) or strongly agreed (56%) that developing global leadership competence was a priority of the IMBA program. Student interviews confirmed this. Developing global leadership competence was critical to their career goals (74% strongly agreed; 25% agreed), which was clearly a reason why they chose the program. Even though the majority of students affirmed it was an objective of the program, many felt there was opportunity for improvement in meeting that objective. One student focused on the leadership aspect, saying,

I think that the global focus is a huge part of the IMBA. I mean, the “I” part of the IMBA kind of makes us more globally focused than especially a lot of the other degrees. Most of our classes are focused specifically on the international side of developing and everything, but I think the leadership part is not something that we teach. I did leadership studies as an undergrad and it’s one of my minors and comparing that to this, there is no leadership taught, specifically taught.”
(graduating IMBA student)

An administrator agreed with the need for more connection between global and leadership:

I think the current design relies more on the MBA program to discuss these qualities of leadership, and we rely on the students as they’re kind of moving through the international courses to understand the connection between that, that connection needs to be more explicitly brought together. (undisclosed administrator)

A second year student said that the communication of the goal would be a good place to start:

I think it's definitely a goal, whether or not that goal is understood and practiced by all of the students, I'm not sure. I think there are a lot of people that enjoy the title of it without really grasping the intention of it.”

A common issue that surfaced in this topic of discussion was how the program was only half-globally oriented, since the MBA program constituted half of the curriculum and was not perceived to be global. While the MBA program was not the focus of this research, it was important to discuss the experiences students had in MBA courses that were required for their IMBA degree. Only 29% (n=20) of students agreed (18%), or strongly agreed (12%) that developing global leadership competence was a priority of all graduate business programs at the college. A student confirmed this by saying “I don’t see where the MBA program is trying to develop global leaders at all really” (first-year IMBA student). Another first-year student said that international perspectives occasionally surfaced in the introductory courses, but only in the context of poverty. “I mean, there’s so much out there, but I think it just further emphasizes, enforces this mentality we have as Americans that the rest of the world is poor and that we’re only here to help them” (first-year IMBA student).

Interviews with 3 administrators on the MBA side of the college showed they felt strongly that the MBA program was globally-oriented. When asked for examples, they routinely cited the optional international travel courses and stated that international business issues were embedded in the courses. Interviews with students rarely substantiated this, so the researcher pushed students to think of any examples. Finally, a particularly analytical student captured what was probably the disparity between

administrator, faculty, and student perceptions about whether the courses had global content:

International elements in the [first three classes]? My initial reaction is no . . . there's a lot of issues with sustainability and corporate social responsibility, but generally as it applies to the United States. There's not a big international focus outside of how globalization affects the United States, how we do business with countries." (first-year IMBA student)

This was a keen observation substantiated by the syllabi in those classes. It appeared there may have been a confounding of globalization experienced by the U.S. with the teaching of international perspectives. These are not the same.

The lack of global content in the MBA program was echoed in interviews with some administrators as well. "You have to dig to get global in the MBA" (identity undisclosed). This was not always the case at Southwestern Business College. Prior to 2000, the MBA had two required, globally-focused courses, which were dropped from the curriculum.

The idea was and this is always a great idea and it sounds so wonderful, is that these things, ethics, values, global, whatever, are woven through. You don't need to have a separate class because they're supposed to be woven through every class. Well, they're not. I mean, that's the reality. So what happens is you—you really lose the focus unless you happen to get a professor who has international experience and who is interested in it and who might bring things in. (undisclosed administrator)

A faculty member who teaches mostly MBA courses said the disparity between administrator, faculty, and student perceptions about whether the courses had global content may create potentially adverse consequences for students who intend to work in international companies:

Global ethics is quite different than our run of the mill ethics that is taught in the

21st century professional [current ethics course]. What's the universal value and something which is just a culturally relative value? You don't just go into Saudi Arabia and talk about diversity and religious freedom or you're going to get killed. (undisclosed faculty)

In exploring the mission of the IMBA program to develop global leaders, the researcher felt it was important to ask students about the operationalization of the global element of the college's mission statement: "Ethical Practice. Thought Leadership. Global Impact." When asked in interviews about what global impact meant to them, two students believed it had to do with the international students taking their education back to their countries of origin to benefit their societies. Others were either unsure or considered it rhetoric. One student verbalized his uncertainty:

I'm not sure what they really mean by global impact. Is it, you know training people as professionals to have a global mindset like we were talking about previously, or is it bringing in international students? I don't think [Southwestern] would be clear on that. (first-year student)

One faculty member shared this student's perspective, and said the mission was not yet a reality:

Global impact? I'm not sure if I were on a committee I would have chosen that. Impact suggests you are doing more than you deliver. International students do return to their countries. For the American students, it's the awareness issue; the eye-opening experience which they get not just from faculty but from our international students . . . how to deal with the world and open their eyes . . . if they are going to have an impact then they have to appreciate the complexity of the global environment. (undisclosed faculty)

If Southwestern Business College is to make the slogan "Global Impact" a reality, the actual global content and experiences in all programs should be examined and enhanced.

As discussed in Chapter 5, integration of content and context were commonplace among top-ranked, internationally focused MBA programs. Students in the study felt strongly that this integration was an imperative for all students in the college, regardless of degree focus:

Honestly, I think there shouldn't be an MBA and an IMBA program. I think it should all be the same thing and schools should be concerned with everything global as a whole no matter what. I mean, to think that you can graduate and work in the world and never be touched by something outside of the United States is just ridiculous. . . .” (first-year IMBA student).

The primary obstacle to integration at the college was characterized as “politics.” Faculty, administrators, and students alike described Southwestern College of Business as an environment rife with curricular “turf battles.” One student said, in her experience:

Departments don't talk to each other. People's feelings get hurt, their toes get stepped on. And I think for all the preaching of collaboration, that there's very little at the educational levels, you know, at this level in [Southwestern College of Business], or even between like, you know, business and [the College of International Studies]. I mean, people don't talk to each other. (first-year IMBA student)

When asked about how political realities affected curricular decisions in the IMBA, one faculty member said:

For one thing, there is no department of international business. So there isn't anyone—there isn't a department that kind of has a strong voice for the international stuff. I mean you now can have the departmental management voting unanimously to complain about the fact that some management course is not in the undergraduate core, but there is no comparable international business voice. (undisclosed faculty member)

Upon deeper investigation into the administration of the IMBA program, the majority of courses were not under the direct influence of the IMBA program director, including the capstone course.

The decentralized program design model appeared problematic at the generalist degree level (i.e., MBA, IMBA). One student commented on how issues of ownership were obscuring the college mission:

I think there just needs to be a little bit more focus on what they're [Southwestern College of Business] trying to accomplish. I think there's a lot of different initiatives that aren't echoed throughout the entire program. There's a portion—there seemed to be a bit of in-fighting between the IMBA and the MBA programs territory and toes being stepped on. So it probably has to come at a higher level. There needs to be some clarity given on what the school really wants out of it. (second-year IMBA student)

Administrators, faculty, students, and staff in the Southwestern IMBA program were passionate about their global leadership development goals. Given that the college mission statement included “global impact,” and both IMBA and MBA college personnel wanted to provide a globally relevant education, a better translation of the college mission into student experience was identified as a critical area of opportunity for the college. The findings in this section supported the inclusion of the organizational mission, vision, and values in the GLDE model. It was evident from student and faculty interviews that the translation of the mission into experience needed to be reinforced in the learning to effect solid and intentional learning outcomes.

6.3.3 Formal learning was effective, but needed to be more dynamic, engaging, and rigorous.

Student responses about the impact formal learning had on their development were positive overall. Seventy-two percent of students (n=49) agreed (56%) or strongly agreed (16%) that class lectures developed their global leadership competence. This finding supported the correlation between formal learning and both social capital and

intellectual capital. It also was a significant predictor of self-efficacy in global leadership. Evidently, the substantial cognitive focus of learning methodologies in the program (49%) was largely effective.

The strong focus on formal learning helped develop advanced cognitive skills among students. Students strongly agreed or agreed that they were encouraged to use analytical thinking (73%), critical thinking (85%), and creative thinking (82%). To avoid differences in interpretation of these terms, the researcher provided definitions for each. Analytical thinking was defined as using a scientific step-by-step approach or framework to examine an issue. Critical thinking was defined as evaluating evidence and using it to come to a conclusion. Creative thinking was defined as brainstorming new approaches, ideas, and solutions. Interestingly, students were not ambivalent in their responses regarding analytical or critical thinking; there were no neutral responses, while only 6 respondents selected neutral in regard to creative thinking.

While formal learning in the Southwestern IMBA program was found to be effective, student experiences suggested that it could have been more dynamic, engaging, and rigorous. Two instructors in the IMBA program were frequently cited as being engaging, but for different reasons. One instructor who taught a few of the core IMBA classes was noted for his passion for both the content and students. All but one student explicitly mentioned his positivity and relational skills with students in the interview. The other instructor was cited as exceptional in both student commentary and in his dynamic learning methodologies (as evidenced by his syllabus). Even though he was an

adjunct professor, he had been an integral part of the IMBA program for many years.

One student described his dynamic approach:

[The professor's] teaching style, it was not typical. . . . Like, you don't just sit there. He doesn't just lecture. I mean, he had like . . . one of the first days of the class I think he kind of forced you to work in different groups so you got to know the class, rather than you usually just meet your teammates in that one group. You're constantly being shuffled around with different people to meet the class. But like he had visuals where people actually had to get up and so he was explaining like I think it was like letters of credit work and he had people physically move. And so, everyone had to participate and so, you just got it in your head what it looks like and so, you're physically moving like you were the letter of credit. So, I thought that was, that's just very interactive I thought." (second-year IMBA student)

Students particularly enjoyed the numerous guest speakers this professor brought into the classroom. Interaction and connection were clearly important to students. Both of these professors would be valuable resources to coach other instructors in the college, if their specific talents could be leveraged for the benefit of the IMBA faculty.

Southwestern College of Business faculty could also learn from their peers at the College of International Studies. Courses there were consistently framed as engaging. IMBA students raved about the passion of the professors and students alike. Since the same students had frequently discussed the passion of the MBA and IMBA professors, the researcher delved more deeply into what specifically made for more engaging courses at the College of International Studies. The response was often that a PowerPoint presentation was not the focus of the class:

People just constantly participate. So it's lecture, but then it turns into discussion and they're more, smaller classes that I found. And then, they're not as like, media oriented, so very seldom do I ever see a professor at [the College of International Studies] focus so much on PowerPoints. (graduating IMBA student)

On the issue of using PowerPoint presentations at Southwestern College of Business in general, another graduating IMBA student said: “The reliance on PowerPoint is overwhelming. Every single class there’s a PowerPoint. A few professors try to incorporate group—you know, in-class group-time discussions, things of that nature, but there’s no creativity” (graduating IMBA student). This student suggested more hands-on learning, videos, guest speakers, and field trips. A faculty member at the College of International Studies said that she found the trend anti-intuitive for student learning. “I think there is a kind of PowerPoint overload going on now and it creates very passive students, where a class just involves looking at slides. You’re not even sort of looking at the professor. You’re looking at a screen somewhere, which is kind of strange to me” (undisclosed faculty). This professor went on to say that when teaching complex issues, requiring students to boil their thoughts down to PowerPoint bullets waters down the content of the ideas. “I’ve been really troubled by that trend. You can be entertaining. And there’s a lot of time spent in finding like the right cartoon and a right graph. And I think the same time could be spent finding the right word and actually using it” (undisclosed faculty). Students overwhelmingly agreed that the focus of learning should be shifted to more actual engagement of students rather than the presentation of information through PowerPoint slides.

A commonly cited reason for lack of student engagement was the use of computers for non-course related activities during class, a phenomenon observed by the researcher. On particular days, the number of computers streaming sporting events or reality television shows was especially high. Facebook participation may have been the

most common student activity during classes, and a correlation between high computer usage and less participation was noted. Presentations were readily available on Blackboard (a learning management system) following class sessions, so note-taking did not appear to be important to students. Some restrictions on computer use may be beneficial, perhaps during discussion portions of class or for specific class sessions. Getting students moving in activities and discussion groups may help as well.

Formal learning overall at Southwestern IMBA was said to be effective, but by incorporating more dynamic and engaging learning approaches, students thought their experiences would improve. One of the most requested dynamic approaches was the addition of more experiential learning opportunities.

6.3.4. Experiential learning was well received and critically important for students' self-efficacy.

The desire for more hands-on learning was a prevalent theme throughout interviews. Students who reported that their expectations in the program were not met almost unanimously pointed to their inability or low self-confidence in applying skills learned. For example

I was expecting to be able to have some hard, somewhat tangible skills to walk away with. Looking at, in terms of let's say finance, where do you go to hedge currencies? How do you do it? What aspects of it are potentially risky, what are not and you know, I don't know to be honest. I don't know which bank I would. . . I don't know how you would go about buying or longing or shorting a currency. I don't . . . I know it can be done. If I was in a position and had been asked to do so I would have no clue. (graduating IMBA student)

Experiential learning comprised only 10% of the learning design, leaving ample opportunity to incorporate more. Considering the relative importance of self-efficacy in

the GLDE model findings and the link between self-efficacy and experiential learning, professors in the Southwestern IMBA program should consider adding more hands-on learning to their classes.

As discussed in Chapter 5, experiential learning at Southwestern IMBA involved a required leadership weekend, action learning projects in some courses, a required travel course, and a capstone course project. Following is a discussion of each, however travel will be discussed separately, as the volume of data on the topic warranted a separate theme.

Leadership weekend. All students in the college (regardless of degree) were required to participate in a weekend leadership program in conjunction with a course called Essence of Enterprise in their first term. The weekend involved an orienteering day, a high-ropes course day, and a rappel and climbing day. The course syllabus specifically stated that one of the learning goals in the broader course was “for students to be able to describe what is meant by globalization and the basic principles by which a global enterprise must operate.” This had global leadership implications. A review of the 5 intended learning goals of the weekend also revealed a number of potential global leadership skills in terms of personal leadership and team leadership:

- For students to develop a foundation of self-awareness and self-discovery for both their personal and professional lives.
- For students to develop the skills to work and make decisions under stress and in crisis.
- For students to develop personal responsibility for learning.
- For students to identify the relationship between systems designs and the concepts of innovation, creativity, and entrepreneurship.
- For students to enhance their ability to work effectively and synergistically in teams.

Students were divided on whether the leadership weekend developed their global leadership competence. Forty-nine percent (n=33) strongly agreed or agreed, 22% (n=15) were neutral, and 28% (n=19) disagreed or strongly disagreed. These quantitative results were not surprising; the most common assessment of the weekend concerned its entertainment value.

Student experiences were mixed, ranging from very positive—“I think the [leadership] weekend was done very, very well” (first-year IMBA student)—to very negative—“It just was worthless” (second-year IMBA student). Most students, even if they didn’t find development value in the weekend, said it was entertaining: “I think the activities were fun, going there was good” (graduating IMBA student). Students primarily agreed about the value of having a shared bonding experience, time for personal reflection, and a chance to develop their teamwork skills. They were concerned, however, that these activities may not have been the right vehicle. At the heart of the mixed reviews was a desire for a more developmentally relevant program.

The high-level outline of the leadership weekend stated there were three “buckets” of development, which included individual development, team development, and problem-solving activities. Of the three, students were most tuned-in to the team development aspect. One suggestion from an administrator was to create a dedicated global leadership course for IMBA students that incorporated experiential learning.

Most students said the physicality of the weekend activities was not a barrier for them, but it was something they had already done before:

I really didn’t get all that much because I had done a lot of that before, especially being from [an outdoorsy state]. I had done a lot of that before. I had done a

ropes course I had done all that in high school and it was kind of just showing international students things that I already knew how to do and it wasn't challenging. (second-year IMBA student).

Three students suffered anxiety and physical stress during the weekend. When asked whether they brought this to the attention of the facilitators, they shared that even though the rules of the weekend are "challenge by choice," the peer pressure to perform outweighed their need for self-care. One student discussed her anxiety:

I'm absolutely petrified of heights. It was a very rough weekend for me. It's terrible. I did everything. I got up on that telephone pole, but geez, I cried a lot. It was terrifying. I'd be in favor of anything that didn't require you to get on a telephone pole. (graduating IMBA student)

Two students reported asthma attacks and high anxiety about a 7-hour hike.

When asked about options for differently-abled participants, students were quick to point out that no students met this description in the graduate school.

Students were asked to consider the developmental value of the weekend experience. One student summed up a common concern about relevance: "I've learned to work in teams, not through that kind of stuff, but through working in teams to do real work, consulting projects and presentations" (graduating IMBA student).

Physical courses like this one have been popular among MBA programs and other corporate leadership programs. However, the actual development fostered by these activities was questionable according to the data, where questions were also raised about inclusion for all students. For the IMBA program in particular, students' overwhelmingly positive descriptions of their experiences on the required travel programs along with their

expressed interest in more travel identified an international orientation experience as a potential alternative:

I mean, Tanzania (the required international trip) was that [the leadership weekend] for us, that bonding experience and that did way more for our group. I loved coming back from Tanzania and having four out of my five classes with that whole group, winter quarter and all of us knew each other going in and, you know? We hung out on weekends and we were able to, you know. We knew who to work with in a group because we had worked together before so we knew who worked well together and who didn't and what not. It was just way more valuable." (graduating IMBA student)

Another student said that a meaningful introductory project could be a potential alternative as well.

Maybe working on a project for a longer period of time, or tailoring something where we started it when we got there. Something that we found interesting when we got there and maybe where we saw there was a lacking in the community, or the culture, or anything like that that we could kind of focus on. (second-year IMBA student)

Suggestions revealed an appreciation for balance between relevant development activities and personal time to connect with peers. While the leadership weekend was a one-time experience during the program, there were multiple action-learning projects throughout.

Action-learning projects. The majority of respondents (68%) had already completed an action-learning project during their program at the time of this study. Of those who had, 65% strongly agreed or agreed that the project(s) developed their global leadership competence. Student interviews confirmed this. One student shared his experience with an assignment to do a consulting project, which was carried out with a multinational company:

That was a fun opportunity because we got to, basically advise them on what to do. Taking the consultant approach to it. It's free advice to them, but what the cool thing about it was we got legit information, real information from the company, took a hard in-depth analysis of what needed to be done and then made our recommendations. (graduating IMBA student)

He added that not all student groups had a positive experience. The degree of engagement by companies varied, and, in addition, student complaints included poor communication and poor coordination.

Action-learning projects were arranged and coordinated at the faculty level, and students experienced different levels of faculty support. Many students said faculty were supportive when asked for direction or assistance, however a formalized process for the work was lacking. One student said more structure would improve the learning and deliverables from the projects:

It was kind of like you need to meet with them now and talk to them and figure out the schedule, but if both groups know, okay, you're gonna meet three times, you know, beginning, middle and end, or some sort of structured thing to where you can get feedback throughout your project, I think it would allow them to maybe get more value out of our projects as well. (second-year IMBA student)

Overall, students found the action-learning projects engaging and relevant to their development. One long-time faculty member had a different perspective on the reality of student experience, however:

We need to give students the perspectives—look at large, big picture kinds of issues which gives them the perspective on how leaders in those companies have made decisions. Sometimes you get a very narrow student who wants to take something out of the class that they can use tomorrow. I tell them this is long-term development that will be useful in your career development. You should refine it with your own experience. That's where the experiential learning comes in. (undisclosed faculty member)

Tension was noted between the marketing of the Southwestern IMBA program as highly experiential and skills-based versus actual student learning opportunities and experiences at the college.

The impact of action-learning on students was notable. For example, about one-third of respondents (27%) had completed an internship during their program. Of those, 70% strongly agreed (n=6) or agreed (n=6) that it developed their global leadership competence. This was a significant finding, indicating that the IMBA program should consider ways to improve access to relevant internships.

When discussing relevant and well-coordinated hands-on learning activities in the IMBA program, students reported greater engagement and self-efficacy. Experiential learning was identified as a particularly important area for future research, as it showed high potential to positively impact student development. However, relevance and strong coordination were needed. Complaints about the IMBA capstone course reflected this caveat.

Capstone course. A few students felt their capstone course, Global Strategy, was beneficial for integrating all of the content learned in the program. “It was by far probably my favorite class, and I’m glad that they tell you to take it at the end because it just felt like everything I learned I had to pull back on” (graduating IMBA student). However, most students said a stronger capstone experience was needed. The common point of complaint was the high-degree of overlap between the content of the Global Strategy and Global Management courses. “They were literally the exact same course” (graduating IMBA student). A few graduating students believed the real gap in the

capstone was its superficial international focus. “You were a global company, but it wasn't specific. I didn't feel like if it was just in the United States the game would have changed at all.” Another student agreed and added that it did not challenge her to use all the functional skills she had learned:

I had an issue with global strategy being called our capstone class. I did not feel that it was very capstone-ish. I learned a lot, but it didn't bring together everything I've learned so far, especially internationally. It was very focused on strategy and that's it. It brought in a little bit of financials that we had learned in accounting and things like that, but it was definitely not a capstone overall. (graduating IMBA student)

When students were asked what would make for an ideal capstone course, responses often suggested a travel-oriented course and ideas ranged from a more comprehensive simulation to a customized project. The customized project idea was shared by a graduating student and is shared here for its uniqueness and potential to meet student's desire for relevant experiences:

I think maybe having a more, not independent study, but maybe independently led project class where groups were able to tailor their own projects, but have guidelines on what needed to be covered, but you could cover it in any way you wanted. Whether that be focusing on a country, on a government, on a company, on a new business plan that you have. I just think that saying, “You need three financial ratios and a two paragraph on a strategy,” doesn't really bring in everything you've learned. Definitely bringing in perspectives people have gotten from the different [international studies] classes they've taken, because I know we all take different ones, which is part of my favorite part of the IMBA. They're all so different and not saying you have to choose a U.S. company to do this. It's like you could choose a South American company that is looking to enter such and such market and gives you a little bit more perspective in bringing in maybe the social aspects of things, instead of solely focusing on business and sales and things like that. (graduating IMBA student)

As highlighted in Chapter 5, top 10 IMBA programs place a great deal of attention on experiential learning components. Given their 10% action-project score, the

Southwestern IMBA program has been moving in this direction as well. The current challenge for Southwestern is to incorporate additional and better-managed experiential learning activities, including a revised leadership weekend, action-learning projects with stronger coordination and outcomes, and an integrative and challenging capstone course.

6.3.5 Travel programs needed a better balance between skill application and cultural contexts.

Student experiences of international travel were of interest to the researcher, as the literature review highlighted this as a particularly effective method for global leadership development. Statistical testing revealed that it was, in fact, the only learning method that directly correlated with psychological capital. Fortunately, 53% of survey respondents (n=36) had already completed a travel program sponsored by the college. Thirty-six respondents represented 34% of the entire IMBA program student body. Of those who traveled while attending Southwestern, 97% strongly agreed (n=28) or agreed (n=7) that they were excited about participating in the travel program before leaving the United States. Ninety-two percent of students strongly agreed (n=17) or agreed (n=16) that the travel program developed their global leadership competence. The remaining 3 respondents were neutral. This was an extraordinarily high result that confirmed the hypothesis in the literature, and even more impressive when the prior international travel experience of these students was considered.

One might hypothesize that students with substantial international travel experience would not believe one more trip would develop their global leadership competence. However, these extremely well-traveled students did. Fifty-seven percent

had spent 7 or more months of cumulative time abroad prior to entering the IMBA program; adding students with 3 months or more of cumulative time abroad increased the result to 77%. Only 1 student reported no previous international experience. Of note was the diversity of travel experiences among students prior to entering the program: 32% (n=22) had traveled internationally for business; 77% (n=52) had traveled internationally for pleasure; 46% (n=31) had studied abroad; 21% (n=14) had performed international volunteerism; 2% (n=1) had served internationally in the military.

In interviews the travel requirement was viewed as an incentive to enroll in the program rather than a task to complete for the degree. Most responded that the travel requirement was necessary for them to have global experience for their career goals (n=27); the second ranked reason was that it was required (n=25); while the third ranked reason was that they liked to travel and thought it would be fun (n=19). Their engagement with international exploration through the program was palpable during interviews: “I mean, you learn something in class and it comes in your mind every now and then. You learn something while you’re traveling and it’s on your mind much more frequently I think. It sticks with you” (second-year IMBA student).

Cultural Investigation and Observation (CIAO) was the official travel program for IMBA students, but they could take other travel courses offered through the MBA program to meet the requirement as well. While some MBA administrators said the courses were markedly different, student interviews revealed that they had more similarities than differences. The trips were specific to a course and a professor, who rotated locations periodically. Students spent 10-14 days in another country (although

there were a few domestic trips offered as well through the MBA program). The focus of learning (e.g., microfinance, sustainability) varied by course, but all courses had some form of action-learning project.

In interviews with administrators, faculty, and staff, a common point of debate was about the appropriate learning outcomes of the international trips. Some believed that the value of the trip was in hands-on work experience with a company overseas. Others believed that projects were part of the learning, but the focus should be on the cultural context of business. What was shown to be lacking in the discussion of learning outcomes among various administrators was what students thought about their travel experiences.

The IMBA students offered a wealth of information and perspectives about these trips. They were only required to complete one, but half the students interviewed had completed at least two, and some had completed three or more. This gave them intimate knowledge of the different trip structures and experiences. A graduating IMBA student who had completed five travel programs through the college summed up the experience of most students interviewed by saying: “I think that all of the travel courses have been great.” She said that her learning on each was different but equally valuable. Her discussion about two of the trips is shared here:

Student: And I feel like especially the Turkey trip was probably my favorite because I just thought they did a great job, well they did a great job bringing in great businesses that we could talk to. So before we went to Turkey we all had to choose a topic that we wanted to research and to prepare the class about. And so I chose the subject of Islamic finance, which I thought would be interesting.

Interviewer: Was that just an individual project?

Student: Yeah it was just an individual paper. We did also have another project with the group. I think what happened was that we chose a company that wasn't already in Turkey and then had to analyze the feasibility of them going into Turkey. . . .Then after we came back we had to like build on what we had already established before we went in and say whether or not we thought it was a good idea, why and why not. Like what had we learned on the ground that had either changed our minds or confirmed what we had originally thought.

Interviewer: Did you do site visits?

Student: Yeah we visited a lot of companies, which was really interesting. We got to see—talk to the head of the Middle East and Asia Division for GE. I don't remember his exact position. We also went to a foundation that tried to promote women's involvement in business.

Interviewer: Why was this trip your favorite?

Student: I liked seeing what different companies are doing. I was always thinking about what we could do to help that kind of stuff especially for the non-profits.

This same student went on to describe her experiences on a trip to Central Asia focused on microfinance.

Student: My finance classes, I kind of didn't pay as much attention as I should have and so this opportunity to refresh those skills has been really great and the professor was really wonderful. Professor [Brooks]. He really, really, really did such a good job.

Interviewer: What was it that you specifically liked about that professor?

Student: Like, okay so I spent a whole semester in accounting and I got it, but it was kind of like eh. But then [Professor Brooks] went over it in like an hour and it was like, oh my god it all makes sense. It was amazing. So like that kind of thing, that was great for me.

Interviewer: How was the trip?

Student: Yeah it was really good. Going to Georgia and actually talking to the bank and looking at their financial statements and seeing it in a real life

application was really cool. And then getting to actually talk to the people at the banks and interview them and do the Deutsche Bank's due diligence is just a really, really cool opportunity.

Interviewer: It sounds like you had a great experience. Which trip was more valuable for your learning? Do you think having more facilitated cultural interaction on these trips? Or more important to do a business project?

Student: I think that they both—they were both good. Honestly, if there could be a hybrid of the two it would be great. I mean, you know, a huge part of the IMBA like I've said they focus on the cultural stuff and how that impacts business. So, I don't think that it's an either or sort of thing. You know, I think that finding a way to incorporate the cultural aspects that we do on a trip into the project would help a lot.

This student's interview illustrated the unique strengths of each type of travel course. IMBA travel courses were strong on exploring business in the context of different cultures, with opportunities to strengthen the application of the projects. MBA travel courses were strong on executing projects in international locations, with opportunities to strengthen learning on cultural contexts. The student's suggestion to incorporate the best of both was wise. Interview data confirmed students' desire for more real-world application of learning; the literature review highlighted the critical business need for leaders who understood and could navigate cultural complexities.

Southwestern IMBA students who were interviewed unanimously desired more travel course experiences, including study abroad and exchange programs. Twenty-one of the 24 interviewed students were most interested in travel to Central or South America. Their strong interest in these regions was correlated with their language studies. All but two of the students were taking Spanish and felt that integrating the trip with their language requirement would be a good way to apply their language learning. It also demonstrated the serious attention IMBA students placed on their ability to apply their

skills. This attention to self-efficacy was well-placed, as the quantitative findings of this study showed a strong link between self-efficacy and global leadership competence.

Students also reported improved self-efficacy through mentoring experiences.

6.3.6 Formal mentoring had a strong, positive impact on student development, but needed to be more formalized and more accessible.

The primary vehicle for formal mentoring at Southwestern College of Business was called the Executive Mentor program. The program was voluntary. Students provided the career center with a ranked list of potential mentors they selected from a roster. They were then assigned to a small group paired to a business mentor.

Mentoring was a topic that generated a lot of emotion in student interviews. Most expressed positive emotions with detailed accounts of how mentors impacted their lives. A graduating student shared her very personal experiences with her business mentor who introduced her to business contacts, invited her to business meetings, and even took her to the spa when she was going through a rough time in her personal life. “She was the best part of [Southwestern] for me.” Others expressed bitterness toward the college for limited opportunities to form mentoring relationships. One student who was turned away from the Executive Mentor program because all slots had been taken said mentoring should be a focus from day one:

What are you interested in? Oh, you’re interested in health care? Great! We got a guy that graduated from here that we can hook you up with. So then it’s on me and him to establish some sort of connection and if it doesn’t work out, well then maybe have someone else, but each mentor can have more than one student.
(graduating IMBA student)

The survey asked students about their mentoring experiences with more advanced students in the program, faculty and staff mentors both in and outside the program, and business and professional mentors both through and outside the program. Southwestern College of Business had a lot to be proud of when it came to student's experiences with their professors. "I really truly feel that 90% if not all of the professors I have interaction with truly do care. They really do care about our learning and what they do and I appreciate that" (first-year IMBA student). Many positive examples in the context of mentoring were offered about faculty in the IMBA program. However, a desire for more mentoring from professors across the college was also expressed:

I think Dr. [Thomas] is one of the best professors I have ever had. I know that he is willing to talk outside of class about anything for any amount of time and I think other professors aren't. They say they're open to it, but if you go and actually talk to them, they're not. (second-year IMBA student)

Students had mixed opinions about whether inadequate connection with faculty was due to a lack of engagement, a lack of viewing it as a responsibility, or just a lack of time. A graduating IMBA student acknowledged that professors were busy, and said she wished there was a way to better connect with them.

Mentoring from faculty and staff members in the program through individual feedback, coaching on assignments, and one-on-one meetings led to substantial student development, with more than 60% (n=41) of respondents agreeing or strongly agreeing that mentoring developed their global leadership competence. A much smaller number of students (13%; n=9) either did not receive this kind of mentoring or did not believe it developed them as global leaders. Notably, the mentoring relationships formed with faculty and staff outside the program did not produce the same development. Twenty-

five percent (n=17) said they were not mentored and more than 42% (29) disagreed or strongly disagreed that this outside mentoring developed their global leadership competence. Only 6% (n=4) felt it helped them develop. This was confirmed in discussions with students about their experiences at the College of International Studies, where students described feeling like visitors.

One student suggested that a stronger culture of mentoring between professors and students at Southwestern College of Business could be built simply by making it an expectation. “If the professors had that understanding that maybe students would like you to be a mentor to them, if they knew that coming in they could be more helpful to the students” (second-year IMBA student).

The strong mentoring scores on faculty and staff in the program were largely due to the close relationship administrators of the IMBA program built with students. “I can’t say enough nice things about them [the IMBA administrators]; they’re fabulous” (graduating IMBA student). The administrators were equally fond of students in the program, often sharing accounts of their interests, aspirations, and accomplishments. The relationships appeared to stem from a real affinity for student development, combined with a felt responsibility for it:

One of the strengths that was built by [the previous director] was his relationship with the students. You know, if you watch the way that he interacts with students at the alumni receptions and things like that. He has a group of students that just really admire him and do a lot of interacting with him, and I have tried to maintain that same relationship with the students myself. (undisclosed administrator)

Indeed both administrators had continued this legacy. The researcher’s observations of college events, program events, and courses consistently reflected

positive student regard. Students overwhelmingly appeared delighted to see the administrators, they joined in with light-hearted conversations at social events, and they waited for an opportunity to catch up with them after classes. During the many meetings the researcher had with the administrators over the 9-month study, students often popped into their offices just to say “hi.” One student discussed the close relationships she developed with them both:

I think people who lead the IMBA program are really, really great. They care a lot. They're really passionate. Like, I know that I can go talk to [either of them] and just sit and have a conversation about what I want to do with my life and you know or just what's going on in the news today and they'll make time to sit and talk to me. Which is huge because I think that even the MBA students or a lot of other programs on campus don't know who to approach when it comes to administrative stuff and the fact that they are really close to us and that [Professor Thomas] teaches so many of our classes and knows all of us on a first name basis that I think that is really significant and I really appreciated that. (second-year IMBA student)

Creating more access to mentoring relationships in and through the college was identified in this research as an area of opportunity for the IMBA program. Thirty-two percent (n=22) of respondents said they had not received any mentoring from business or professional mentors through the program. However, the majority (60%; n=29) of those who had received mentoring of this kind agreed or strongly agreed that it developed their global leadership competence. Many students who had not been mentored said they tried to enroll in the Executive Mentoring program offered through the career center, but were told it was already full or they were not able to make the required first meeting.

Given the very positive development outcomes students reported, increased access to mentoring was identified as an important area of improvement for the college.

One student was particularly complimentary of the mentoring program staff, and said that while they were passionate about helping students, they had insufficient resources or authority to do so. Abundant evidence throughout the study suggested that the career center should have more prominence in the experience of students at Southwestern College of Business.

In the absence of more resources in mentoring and career services, many students took initiative to find their own mentors through work, personal or family connections, and one even found his mentor at the gym. A sizable 72% (n=39) of respondents agreed or strongly agreed that external business and professional mentoring through internships, work, and networking developed their global leadership competence. Nineteen percent (n=13) had not had an opportunity to form these relationships, however. Southwestern College of Business administrators cannot leave this crucial area of student development to chance if they want to improve student experiences and outcomes.

6.3.7 Group work needed to be more structured and better managed to achieve learning outcomes.

Group work provided an excellent example about how desired outcomes do not always result from particular learning methods. The intended outcomes of group work described by faculty, administrators, and staff included goals of fostering collaboration, teamwork, conflict management, and inclusive excellence in the college, and later in the workforce. Even though 26% of learning was focused on group work activities, student experiences of these activities often involved little to no actual collaboration. Although the majority of respondents (71%; n=48) agreed or strongly agreed that peer learning

through small group work, partner work, and team projects developed their global leadership competence, qualitative data strongly suggested the number of group projects should be reduced, and those that remained should have additional structure, feedback, and coaching. The findings in this area revealed the importance of qualitative data to provide context, because the survey data alone made it seem that group work did not need improvement.

The intended goals of group work were clearly positive. However, since group work was required in almost every class, concerns were frequently expressed about it becoming unmanageable. One student said

I took five classes last quarter, all at [Southwestern College of Business], and I had seven groups and that's just insane. I mean, to try to coordinate seven groups outside of classes when I work almost full-time, it's impossible. . . . I mean, you'll just coordinate over email or you meet once or twice when you really should be meeting every week, but you just can't. It's just not possible so you end up giving up a lot of that experience of working together. (graduating IMBA student)

The volume of group requirements led students to act as work groups, “dividing and conquering” portions of assignments rather than working collaboratively:

We know business students. We like to divide and conquer. Split up the parts, you know, I don't necessarily know how to write, or know the application from another point of view that somebody else wrote. So just because we wrote the paper and turned in the paper together doesn't mean that everybody knew every part of it and that's for every class. You know, we all divide and conquer everything and then we talk about the same parts in the presentation. I talk about what I wrote. You talk about what you wrote and that's how you get around writing forty page papers for seven people. (second-year IMBA student).

This meant that some students worked in the same functional role and examined similar issues on many if not all projects, regardless of the course. A few students even

reported that their groups never met for some classes. They simply uploaded their sections of the assignment to Google Docs by an agreed-upon timeframe.

Peer learning, specifically group work, was a heated topic among students and faculty. The desire of Southwestern faculty and staff to foster collaboration skills through the cohort system and small group projects was found to be common among top 10 institutions. However, the methods by which group work was conducted in practice compromised some of the intended outcomes:

I think that we just focus a lot of time on teamwork and our grade is so dependent on everybody else that it's just a little frustrating to me that my education is being so hampered by teams. I mean, I know that in the business world you're going to have to, you know, your work revolves around teams, but you can shine within a team even if your team doesn't do well. But that doesn't necessarily reflect in my grade. (second-year IMBA student).

One faculty member created a hybrid project structure with both individual and group work to balance out individual and group accountability. The instructor found this hybrid structure allowed more focus on individual student development, assessment, and accountability.

There were a few reasons cited for ineffective group work, including time, space, and structure. While a few instructors provided group work time in class, going so far as to schedule it on the syllabus, many did not. Students said that finding common times and suitable meeting locations was difficult. Educationally, the biggest concern was the loose structure for group work, which emerged as a continuous source of frustration discussed by students in interviews. One first year student summed up her experiences as, "You kind of have to just hope you're doing it right."

The researcher consistently asked students about instructor involvement in the group process, and consistently was told that students were left to figure out group interactions on their own. Even in cases where conflicts or concerns were brought to the instructor's attention, students were told to figure it out. One second-year student readily acknowledged he was a “. . . poor team player. I want to learn something, but really more importantly I want to develop. Learn how to develop a relationship and have people trust me. That's hard to do.” He said that professors were too hands-off with group work, which impaired his ability to learn to function in a team more effectively. He felt peer grading was punitive and not developmental, as he had received low scores but no feedback on how he could improve. Furthermore, he said the professors took the peer grades but didn't actually work with students to formulate development plans as a result.

The lack of active guidance created an additional concern among students that they had not mastered the content they should have during their degree program. Many students reported that the “divide and conquer” approach in student projects hindered their development. One student said he found the option to focus on his desired functional area beneficial, but was disappointed students were left to figure things out on their own.

I'm a very experiential learner so there's really no—there're maybe one or two classes where there were live case projects, but there was no support. You were kind of on your own doing them, if you know what I mean? So, in terms of experiential learning there was a disconnect. (graduating IMBA student)

This student suggested that professors consider involving business professionals as coaches for group projects. Other students said the support could simply include more

frequent and active check-ins by the professors along with drawing clear connections between the lectures and texts to help facilitate the projects. “You do a lot of reading and a lot of times it’s not even connected to what you’re talking about in class or being lectured on or your project in general” (second-year IMBA student).

A more intimate way to build relationship and collaboration skills may be in drastically reducing the group sizes (i.e., from 5 or 6 students to 3), and incorporating partner work. This may foster environments in which international students are more willing and able to engage as well. A graduating student said he enjoyed partner work but rarely had a chance to do it in the program. “[In] partner work, both people have to pull their own weight. Group work, you always have the one or two people that do what they should be doing. It just, it happens.”

The students were clear that their desire was not to have their “hands held.” Rather, it was about the professors being active guides throughout the process. Collaboration, teamwork, conflict management, and inclusive excellence are difficult practices for even highly educated, trained professionals. The faculty at Southwestern College of Business may benefit from professional development in supportive teaching techniques, especially giving feedback and coaching students.

6.4 Analysis of the Relative Importance of Learning Methodologies

Following the analysis of the quantitative findings, the researcher presented the findings of six qualitative data themes to illustrate student experiences in each of the learning methodologies. The qualitative data largely supported the quantitative findings, and also provided specific suggestions to improve the effectiveness of learning. The data

revealed important areas where the focus on specific learning methods could be reduced or expanded, and was also useful in identifying the importance of structure and active management in social learning (e.g., group work, mentoring).

Both data streams of data (i.e., quantitative and qualitative) confirmed that formal learning was a strong program focus for IMBA students. Further research is needed to determine what the ideal percentage may be. Students thought experiential learning merited additional real estate in the program design, due to its strong developmental impact. One particular learning method, group work, merited less focus. Twenty-six percent of group work in the curriculum was overwhelmingly found to be too much to manage in meeting learning goals among students. The freed program space realized by reducing group work would ideally be used to increase the access to structured mentoring at the college. Placing a stronger and more intentional focus on structured social learning may bolster students' self-efficacy in social capital. According to the results of the GMI, social capital was the lowest scoring area on the assessment for Southwestern IMBA students.

The data analysis supported the hypothesis that the dynamic learning within the GLDE model was important for global leadership development. Learning methodologies played important and distinct roles in building intellectual, social, and psychological capital. However, the specific percentage of learning needed in each category for optimal results is a topic for future research.

6.5 Summary

This chapter presented and analyzed the relative importance of learning methodologies at Southwestern IMBA based on statistical testing of survey data. These findings were then contextualized using student interview data themes and examples. Analysis of the combined data streams allowed the researcher to triangulate findings, and conclude that each element of the GLDE model was important in global leadership development. The study conclusions, recommendations to the Southwestern Business College, and a discussion of areas for future research are presented in Chapter 7.

Chapter Seven: Conclusions, Recommendations, and Future Research

As discussed in the review of the literature on global leadership development methodologies in Chapter 3, traditional education programs in which case analysis, lecture, and Socratic dialog were the main vehicles for learning provided limited benefits (Mendenhall, 2006; Voorhees, 2001). Learners must be put in a position to act and think using global competencies. As shown by this research, this type of learning required a multi-pronged, dynamic training design as captured in the GLDE model. While students themselves were not versed in the global leadership research, they intuitively felt the need for more dynamic learning and more hands-on analysis and experience. This chapter summarizes the research findings, presents the implications of these findings to both theory and practice, discusses limitations of the study, and presents areas for future research.

7.1 Summary of Research Question Findings

This section provides a brief summary of the findings for each research question.

7.1.1 Research question 1: what development methods are used in this IMBA program to develop global leadership competencies?

Research question 1 helped the researcher identify and describe the overall program design and development methods used in the Southwestern College of Business. The formal (i.e. cognitive) learning analysis resulted in the most themes in an individual category. The majority of learning in this IMBA program (49%) and others focused on

cognitive learning strategies. Quantitative findings supported the rationale for and utility of this skew in favor of cognitive learning.

Experiential learning represented only 10% of learning activities, and, according to data from student interviews, needed to be expanded to improve student experiences and outcomes. Mentoring accounted for 15% of the learning design; while peer learning accounted for a much larger portion (26%). These two social learning methods were synthesized later in the research, but by examining them separately the researcher was able to identify significant problems with group work at the college. Research question 1 provided a point of comparison to perform the best practices benchmarking analysis for research question 2.

7.1.2 Research question 2: How do the key development strategies in this IMBA program compare to the top-ranking programs in the world in 2011, specifically as related to the literature on global leadership competency development?

Research question 2 helped the researcher understand how the methodologies at Southwestern College of Business compared to top 10 institutions at a program design level. Top internationally focused MBA programs were identified using the *Financial Times* 2010/2011 ranking. Data gathering and analysis was then done using the GLDE model as a framework. The research resulted in four findings:

1. More integrated program designs were common among top 10 programs.
2. There was similar student selectivity but increased rigor among top 10 programs.

3. There was greater compositional diversity in top 10 programs.
4. Structured mentoring and peer learning opportunities were weak in the top 10 programs.

The findings largely aligned with Datar et al.'s (2010) research highlighting eight unmet needs in MBA programs today, especially the need to gain greater global perspective and hone integration skills. Datar et al. (2010) found that top MBA program designs were being changed to be more flexible, more integrated (i.e., less divided by functional areas), and more customizable to student needs and interests. The alignment of the current findings with Datar et al.'s (2010) work suggested that these results were transferable to other programs.

Research questions 1 and 2 were important to understand the learning design of the research site and how it compared to the top 10 institutions; the answers derived from the research to answer these questions provided useful context to analyze research question 3.

7.1.3. Research question 3: To what degree does each development methodology in the GLDE model predict high scores on the GMI compared to the combined effect of the development methodologies?

This question was first answered quantitatively through regression and correlation analysis using the GLDE model and GMI scores. A series of statistical tests were then run to test the model and illuminate the specific relevance of each learning methodology in global leadership development. Four tests included

1. Hierarchical Regression Analysis Predicting GMI Score (IV=whole model)

2. Hierarchical Regression Analysis Predicting GMI Score (IVs=formal learning, experiential learning, mentoring, peer learning)
3. Hierarchical Regression Analyses Predicting Scores on Deconstructed GMI (DVs=intellectual capital, social capital, psychological capital; IVs=formal learning, experiential learning, mentoring, peer learning)
4. Correlation of study variables

Self-efficacy was found to be a statistically significant predictor of the GMI score, explaining 9% of the variation. When GMI was further decomposed into its component parts (i.e. intellectual capital, social capital, psychological capital), the relative importance of self-efficacy became more marked. It explained 22% of the variation in intellectual capital, 36% of the variation in social capital, and 16% of the variation in psychological capital.

The researcher's deconstruction and analysis of the model at various stages confirmed that the relationship between self-efficacy and GMI was not linear. Self-efficacy appeared to have a mediating relationship with the learning methodologies and the meta-competencies within the GMI score. Further analysis, for example, revealed that both formal learning and experiential learning were statistically significant predictors of self-efficacy, explaining 15% of variation. The series of tests confirmed that the variables did indeed form an ecosystem, where the component parts were highly dependent upon one another to sustain the learning system.

Qualitative data, derived through interviews, was then used to put the quantitative data into context of student experiences. Qualitative data coding initially resulted in 23

themes (see Appendix R) that were further synthesized to 9 key themes (see Appendix S). Four of these were discussed in the findings for research question 2, but the remaining five were discussed in the findings for research question 3, as they related to specific elements of the GLDE model. These themes constituted recommendations for practice at Southwestern IMBA and in similar global leadership development programs, and will be discussed in the recommendations section.

7.2 Implications for Theory

The quantitative testing of the model confirmed that each learning methodology played a distinct and important role in global leadership development. The dynamic interaction among the learning methodologies and the meta-competencies of global leadership confirmed that the model was indeed an ecosystem. The original model was revised to reflect the findings.

7.2.1 Revision to the GLDE model.

The revised GLDE model (see Figure 14) introduces a cohesive, empirically tested model that can be used to design or redesign global leadership development programs like the IMBA program at Southwestern College of Business. The model reflects a shift away from compartmentalization of curriculum. This is a fundamental change that has tremendous implications in program design and student experiences.

In the revised model, self-efficacy becomes the field encompassing the entire model, instead of occupying the center as before. Self-efficacy has strong positive correlations with all elements of the model; it is the glue that makes the model cohesive. From an educational viewpoint, the results reveal that the question is not how to develop

global leadership competency, rather how to develop self-efficacy in global leadership competency.

The next layer in the model represents the learning methodologies. Formal learning and experiential learning are retained as distinct areas. However, as hypothesized, mentoring and peer learning are synthesized into a single social learning category because these methodologies are highly correlated.

The next layer within the learning methodologies is comprised of the three meta-competencies of Global Mindset. Since all three are highly correlated, they are grouped in the same area of the model. Psychological capital is not directly correlated with the learning methodologies (only with the other forms of capital), so it is at the center. Psychological capital may be built through intellectual capital and social capital; evidence of this is in its indirect relationship with travel.

Travel is represented as a pathway from self-efficacy into social capital, then into psychological capital. Travel is positioned over the area of experiential learning, since that is where it theoretically belongs from a methodological standpoint. Future research on travel in global leadership development is needed to better understand its role, that is, whether travel is a distinct category or at the heart of psychological capital.

Each of the methodologies comprises large areas of future global leadership development research. Further defining, empirically-testing, and refining each of these methodologies in the model will produce greater insight into the curriculum, experiences, and relationships that produce socially responsible and culturally connected global leaders.

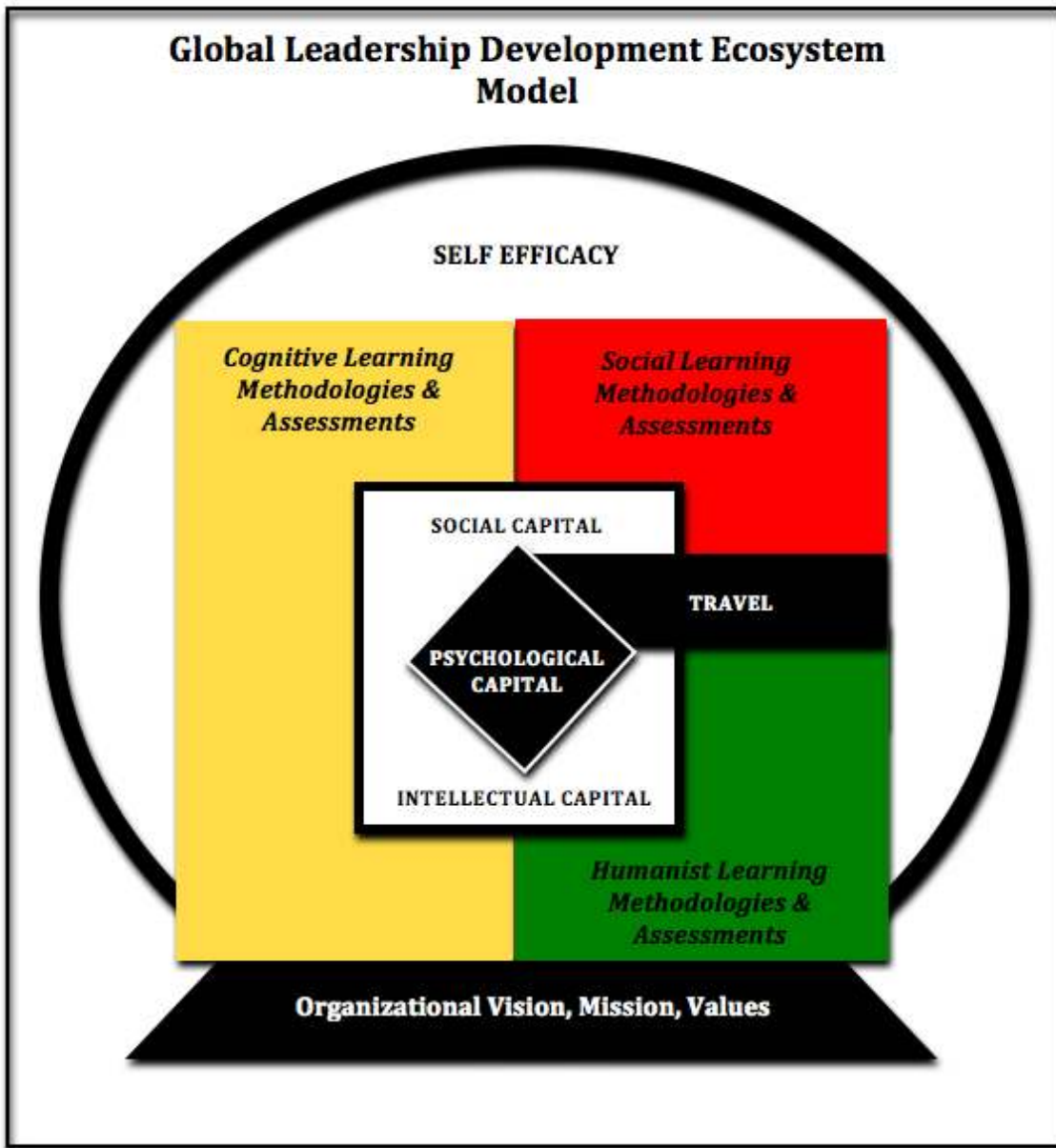


Figure 14. Revised GLDE model.

7.3 Implications for Practice: Recommendations

Student experiences of learning methodologies in practice provide useful information about how to enhance learning through the GLDE model. While generalizability to all IMBA programs is not possible given the research design,

transferability of the findings *is* possible (Morgan, 2007). The specific aim of this section is to provide recommendations for practice to the Southwestern IMBA program. The general aim is to share implications for practice with other IMBA programs and globally-focused business education programs. Eight of the most significant themes are presented here, as they pertain to each area of the GLDE model.

Recommendation in Organizational Mission, Vision, and Values

7.3.1 Recommendation 1: The lived organizational mission, vision, and values of the learning organization should emphasize global leadership competence.

The qualitative data themes largely pointed to a need for more precision in the design and implementation of student learning to produce the desired program outcomes. Attention should be explicitly placed on learning outcomes at the start of the program. Students should understand what the learning outcomes are and participate in customization of their learning to meet these outcomes as they move through the program. Specifically, if Southwestern College of Business is to make the mission of “Global Impact” come to life, the actual global content and experiences in all programs should be examined and enhanced. But as discussed, the current political realities in the college present challenges to collaboration that will need to be addressed.

Both students and administrators were quick to point out the political divisions within the college, and were generally pessimistic about whether the various parties could collaborate to integrate and synthesize curriculum. The researcher is optimistic that collaboration could be achieved through unity in shared goals. Faculty and administrators interviewed were passionate about and committed to providing a quality

and relevant education for students. By identifying shared goals, the college has great potential for collaboration that would produce better student outcomes.

Emphasizing global leadership competence in the organizational vision, mission, and values has implications for both higher education institutions and business organizations that have the goal of producing and sustaining effective global leaders. The findings point to the importance of continual reinforcement of global leadership values and goals throughout development. This requires institutions and organizations to be *learning organizations*. A learning organization has been described as one where a group of people continually enhance their capabilities to create what they want to create (Senge, 2006). This begins with an organizational commitment to development that should be reflected in an organization's vision, mission, and values. Most importantly, it should become part of the lived experience in the organization.

Recommendations in Formal Learning

7.3.2 Recommendation 2: Global curriculum and traditional MBA-focused curriculum should be integrated and synthesized.

The issue of integration was a major focus of discussion throughout the findings. Integration will be important to synthesize content, increase rigor, and streamline the program to allow for greater customization. The overarching impact of self-efficacy in this study means that individual student needs and goals ultimately hold greater importance than one-size fits all degree plans. Customized learning requires greater attention to produce globally-ready leaders.

7.3.3 Recommendation 3: Formal learning should be dynamic, engaging, and rigorous.

Students were overwhelmingly impressed with the quality and passion of instructors and were astute in pointing out the myriad of ways faculty could benefit from each other's expertise and teaching techniques. Intra-faculty mentoring may be helpful in developing the teaching sophistication of the entire faculty. At a minimum, sharing of syllabi and discussions of the intersections and pass-offs between courses would be useful to minimize repetition and focus on student learning outcomes. With quality and passion already present, college leadership must use their influence to mobilize the faculty to better partner with one another.

Recommendations in Experiential Learning

7.3.4 Recommendation 4: Experiential learning should be emphasized to develop self-efficacy.

The trend toward more experiential learning in MBA programs in the literature was confirmed in the Southwestern IMBA program. While students overwhelmingly stated their desire for more experiential learning, they were clear that it needed to be relevant for their global leadership development goals, to integrate their knowledge and skills, and to provide a balance between skill application and cultural contexts. Kolb's (1984) experiential learning theory supports students' sentiments in identifying experience as a critical factor in learning and change.

7.3.5 Recommendation 5: Travel programs should balance skill application and cultural contexts.

The students' desire for balance between skill application and cultural context was supported in the literature through Ng et al.'s (2009) previously mentioned finding showing that individuals with higher CQ (cultural intelligence) had stronger learning outcomes during international experiences. Since many MBA programs incorporated and often required an international experience, the research strongly pointed toward the need to build more substantial cultural intelligence during training prior to departure. As Ng et al. (2009) stated, experience with other cultures should be combined with reflective observation to guide learners in the interpretation of their experiences. To be productive and accepted in an unfamiliar setting, such as an international assignment, "[i]t takes a special blend of characteristics—a special kind of “interpreter,” if you will . . . (Javidan, 2007, p. 3). Without guided reflection built into overseas experiences, some MBA programs like Southwestern may continue to focus on business project deliverables at the expense of critically important cross-cultural reflection. This may continue to produce global leaders who are star business performers but who fail in overseas assignments (Dainty, 2005).

Recommendations in Social Learning

7.3.6 Recommendation 6: Mentoring should be formalized and accessible.

Social learning was an important source for students to develop social capital. The vital role of a mentor in global leadership development was supported by previous work-place research showing that expert coaching accelerated a trainee's progress up the learning curve and provided them with immediate and individualized coaching in a trusted environment (Hardingham, 1998; Lary, 1997; Mendenhall & Stahl, 2000; Nakache, 1997). Meister and Willyerd's (2010) social learning ecosystem model, discussed in Chapter 3, gave equal importance to both peer learning and mentoring, but this study showed that they are highly correlated, justifying their synthesis into one social learning category. Peer learning did not produce significant individual findings in this study. This may be due to the unstructured and inconsistent peer learning in the program studied.

7.3.7 Recommendation 7: Group work should be structured and actively managed.

This study revealed that learning methodologies are individually important to develop specific types of global leadership competence (i.e., capital), but have the greatest impact when used in combination. The implication is that over-reliance on any one method is not effective. This was the case with respect to group work at Southwestern IMBA. Group work needs to be structured and actively managed to effect the desired learning outcomes. In Southwestern's case, it also needs to be reduced. Reducing the focus on group work would create space for additional, dynamic learning

methods in global leadership, such as international assignments (e.g., internships), leading projects, mentoring, coaching, psychometric assessment activities, simulations, action learning, continuous feedback, cultural skills assessment and training, and global assessment centers (Bouquet et al., 2003; Gupta and Govindarajan, 2002; Mendenhall, 2006; Osland & Taylor, 2001; Roberts et al., 1998; Stahl, 2001; Vloeberghs & Macfarland, 2007).

7.3.8: Recommendation 8: Inclusive excellence should be an active priority of the institution.

While diversity was not a primary area of study in this investigation, it surfaced as an area of opportunity for Southwestern College of Business in the findings of research questions 1 and 2. The college has low ethnic, racial, and international student populations compared to the top 10 institutions. Risks to inclusive excellence were highlighted in the context of the cohort system, group work, and in the experiences of non-traditional students. While Southwestern had a substantial female student population compared to the top 10 institutions, some female students felt the institutional climate was not always welcoming to women or their specific needs in the context of family life. Faculty and administrators were aware of the limited diversity at the school, and often discussed it as a concern in interviews. However, they did not know of any immediate action plans to make the college more inclusive. This is a critical area of improvement for the college.

7.4 Validation of Mixed Methods Research Design

In Chapter 4, the researcher discussed the rationale for combining qualitative and quantitative research methods for this study. It was argued that understanding how students developed through each of the learning methodologies (i.e., cognitive, social, and humanistic) was a question best answered through qualitative methods. It also was argued that understanding to what degree each methodology contributed to students' overall global leadership competence was best answered through quantitative measures. The results of this study validate these arguments.

The mixed methods design allowed the researcher to identify the relative significance of each learning methodology, the interaction among them, *and* to explain how learning methods were experienced in practice. The depth of understanding that resulted produced greater confidence in the researcher that the findings were accurate. This understanding also helped the researcher identify implications for both theory and practice. Since learning is a social and relational activity (Bandura, 1985), it was imperative for the researcher to understand the linkages in the findings between theory and practice to produce a rich set of implications.

7.5 Limitations

While the mixed methods research approach resulted in robust research findings, all studies have limitations. The limitation with respect to generalization of the findings was previously discussed in the recommendations for practice. Perhaps the greatest limitation of this study was in identifying how global leadership development impacts diverse populations.

Given the low compositional diversity, with respect to race and ethnicity, within the college and the IMBA program, the researcher was not able to perform a meaningful analysis of differences in the learning experiences of ethnically or racially diverse students. There were insufficient cases to run a statistical comparison or to analyze the qualitative data for differences. However, the relatively equal representation of men and women in the study did lend itself to statistical analysis.

Each of the statistical tests described in Chapter 5 were performed while controlling for gender. No statistically significant differences between men and women were found in any of the tests. Southwestern College of Business had a high female student population compared to top-10 programs, and had a relatively equal gender representation in the college. However, a more specific investigation into gender experiences would need to be performed to adequately assess the different experiences based on gender within the college.

Another limitation of the study involved the role of foreign language acquisition in global leadership development. Students were interviewed about their experiences in their required foreign language courses, but the research design did not incorporate a measurement of how language training and proficiency may have effected greater self-efficacy in global leadership. The findings revealed that the majority of IMBA students felt the foreign language requirement was beneficial and even distinguished their graduate program. Only two students interviewed said they did not feel foreign language training contributed to their development. There were suggestions from students to place greater emphasis on foreign language proficiency by requiring consistent training each

quarter and integrating language acquisition with travel programs and internships. Given the importance students placed on this requirement, the effects of foreign language acquisition in global leadership development should be examined in future research.

7.6 Future Research

The GLDE model is not complete. Each of the methodologies comprise large areas of future global leadership development research. Further defining, empirical testing, and refining of each of these methodologies will produce greater insight into the curriculum, experiences, and relationships that produce socially responsible and culturally connected global leaders. Five areas are of particular interest following the results of this study:

1. Impact of experiential learning methodologies in global leadership development
2. Specific role of travel in global leadership development
3. Effectiveness of technology, specifically social learning technologies, in global leadership development
4. Relevance of additional global leadership meta-competencies
5. Expanded studies of multiple global leadership development programs and program sites

Experiential learning and travel were both identified as developmentally important variables in this study. Students' experiences provided important information as to how these humanist learning methods increased their competencies as global leaders. But there is much more to learn about what constitutes an optimum experiential

learning activity in global leadership development. It is important to determine specifically how travel develops psychological capital and how much travel is ideal to positively impact psychological capital.

The role of technology in global leadership development is also fertile ground for future research. Social media and online collaboration tools could not be properly evaluated in this study due to their lack of use, which was surprising due to the prevalence of social media and social learning in the culture. Student opinions on the topic were consistently negative, framed around students' inappropriate use of social media during class sessions and the absence of collaboration tools, rather than their ineffectiveness in learning. It would be useful to identify programs that actively use these technologies in global leadership development to study their actual impact on student learning.

Another area that could not be properly studied in this investigation was the utility of the additional meta-competencies identified in Chapter 2 ("collateral" global leadership meta-competencies). These warrant a separate research focus, as they were not incorporated into the primary quantitative instrument used in this study. A specific instrument will need to be created to measure them in future research.

Finally, a larger, longitudinal study of global leadership development using the GLDE model should be performed. The single case study design provided the researcher with an ideal environment for triangulation of data to support the initial testing of the model. However, it is important to test the model in other organizations to reinforce its utility and refine the component parts. A time-based study would be useful, as well, to

determine the length of time required to develop as a global leader. As Osland et al. (2006) said, “. . . global leadership development is not a linear progression of adding to an existing portfolio of leadership competencies, but rather a non-linear process whereby deep-seated change in competencies and world view takes place in the process of experiential overlays over time” (p. ?). Learning more about the role time plays in global leadership development will be important to produce effective program designs in the future.

7.7 Conclusion

Do methods matter in global leadership development? According to this study, the short answer is yes. Strengthening self-efficacy is the key to unlocking the door to effective global leadership. Individual development needs will vary, but in general formal learning and experiential learning have the most direct impact on self-efficacy. Significant international travel plays an important role in developing the psychological capital needed for engagement and relevancy of experience during development activities. Social learning, specifically through strong mentoring relationships, has the potential to significantly enhance student development. Each method plays a distinct and important part in global leadership development, and it is the dynamic interaction among them that creates the socially responsible and culturally connected global leaders needed for 21st century business.

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Appendix A: Institutional Review Board Approval Letter

University of Denver

Sylk Sotto-Santiago, MBA
Manager, Regulatory Research Compliance

Tel: 303-871-4052

Certification of Human Subjects Approval

February 8, 2011

To,
Jennie Walker, PhD

Subject **Human Subject Review**

TITLE: Assessing Global Leadership Development in the IMBA Program

IRB# : 2011-1657

Dear Walker,

The Institutional Review Board for the Protection of Human Subjects has reviewed the above named project. The project has been approved for the procedures and subjects described in the protocol at the 02/08/2011 meeting. This approval is effective for twelve months. We will be sending you a continuation application reminder for this project. This form must be submitted to the Office of Sponsored Programs if the project is to be continued. This information must be updated on a yearly basis, upon continuation of your IRB approval for as long as the research continues.

NOTE: Please add the following information to any consent forms, surveys, questionnaires, invitation letters, etc you will use in your research as follows: This survey (consent, study, etc.) was approved by the University of Denver's Institutional Review Board for the Protection of Human Subjects in Research on 02/08/2011. This information must be updated on a yearly basis, upon continuation of your IRB approval for as long as the research continues. This information will be added by the Research Compliance Office if it does not already appear in the form(s) upon continuation approval.

The Institutional Review Board appreciates your cooperation in protecting subjects and ensuring that each subject gives a meaningful consent to participate in research projects. If you have any questions regarding your obligations under the Assurance, please do not hesitate to contact us.

Sincerely yours,



Susan Sadler, PhD
Chair, Institutional Review Board
for the Protection of Human Subjects

Approval Period:	02/08/2011 through 02/07/2012	
Review Type:	EXPEDITED - NEW	
Funding:		SPO:
Investigational New Drug :		
Investigational Device:		
Assurance Number:	00004520, 00004520a	

Appendix B: Introductory Letter to Study Participants

Global Leadership Development Assessment Study Announcement

Dear IMBA Students:

We would like to invite you to attend a happy hour mixer on Friday, February 25, from 4-6 p.m. at [location undisclosed to protect the institutional identity]. The purpose of this mixer is to introduce an exciting opportunity for you to assess your global leadership mindset and contribute to updating the IMBA program while also networking with your peers.

While we are enjoying appetizers and cocktails, we will discuss the Global Mindset Inventory. It is designed to assess your overall global leadership mindset and provide you with a comparison with how you rank among your peers. It also will show you how you rank among everyone who has taken the assessment worldwide. By participating in the assessment, you will receive suggestions on development activities to enhance your global leadership mindset. We feel this assessment is valuable to you as an International MBA student with an interest in further developing your global leadership capabilities. In conjunction with the assessment, we would like to hear about your experience of the IMBA program and your suggestions to improve it. We will discuss both of these opportunities at the mixer. If you are unable to attend, we will provide you with further information via email.

If you cannot make it but would like to participate, please indicate this in your RSVP response. Jennie Walker (jenniewalker21@hotmail.com), who is coordinating the assessment and related research, will provide you with further information.

We look forward to seeing you on Friday, February 25!

Sincerely,

[Program Director] and [Program Associate Director]

Appendix C: Informed Consent Form: General Study

INFORMED CONSENT FORM

Research Project: Understanding Student Experience in Graduate Programs at [Southwestern IMBA] in Building Global Leadership Competencies

This research study assesses student experiences in graduate programs at [Southwestern IMBA], including the development of global leadership competencies. The study is conducted by Jennie Walker. Results will be used for dissertation research that aims to provide [Southwestern IMBA] with suggestions for modifications to improve student experiences and outcomes. Jennie Walker can be reached at (303-887-9478/jenniewalker21@hotmail.com). This project is supervised by [IMBA Program Director], [Southwestern IMBA].

Participation in this study involves three parts: completing the Global Mindset Inventory (GMI), completing an online survey of your experiences developing global leadership competencies in your graduate program, and participating in a focus group and/or individual interview session. Each survey should take about 15-20 minutes of your time. Focus groups and individual interviews will take approximately 45-60 minutes. Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the survey at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled.

Your responses will be identified by code number only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of this study will use only group averages and paraphrased wording. Your name is asked for only for research purposes to link your demographic information to your GMI assessment scores. However, should any information contained in this study be the subject of a court order or lawful subpoena, [Southwestern IMBA] might not be able to avoid compliance with the order or subpoena. Although no questions in this survey address it, we are required by law to tell you that if information is revealed concerning suicide, homicide, or child abuse and neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about how you were treated during the survey, please contact Susan Sadler, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-3454, or Sylk Sotto-Santiago, Office of Research and Sponsored Programs at 303-871-4052 or write to either at the University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121.

Please sign below if you understand and agree to the above. If you do not understand any part of the above statement, please contact the researcher with any questions you have.

I agree to participate in this study, and I understand that I may withdraw my consent at any time.

Signature _____ Date _____

Audiotaping allows the researcher to accurately capture your comments. Audiotapes will not be shared with anyone apart from the researcher and professional transcriptionist.

___ I agree to be audiotaped. ___ I do not agree to be audiotaped.

_____ I would like a summary of the results of this study to be mailed to me at the following postal or e-mail address: _____

Appendix D: Informed Consent Form: Faculty and Staff Interviews

INFORMED CONSENT FORM

Informed Consent Form for Faculty and Staff Interviews

Research Project: Understanding Student Experience in Graduate Programs at [Southwestern IMBA] in Building Global Leadership Competencies

This survey is part of a larger study that will assess student experiences in graduate programs at [Southwestern IMBA], including the development of global leadership competencies. The study is conducted by Jennie Walker. Results will be used for dissertation research that aims to provide [Southwestern IMBA] with suggestions for modifications to improve student experiences and outcomes. Jennie Walker can be reached at (303-887-9478/jenniewalker21@hotmail.com). This project is supervised by [Program Director], [Southwestern IMBA].

Participation in this study involves a 60 minute interview and is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the survey at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled.

Your responses will be identified by code number only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of this study will use only group averages and paraphrased wording. However, should any information contained in this study be the subject of a court order or lawful subpoena, the [Southwestern IMBA] might not be able to avoid compliance with the order or subpoena. Although no questions in this survey address it, we are required by law to tell you that if information is revealed concerning suicide, homicide, or child abuse and neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about how you were treated during the survey, please contact Susan Sadler, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-3454, or Sylk Sotto-Santiago, Office of Research and Sponsored Programs at 303-871-4052 or write to either at the University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121.

You may print this page for your records. Please sign below if you understand and agree to the above. If you do not understand any part of the above statement, please contact the

researcher with any questions you have.

I agree to participate in this study, and I understand that I may withdraw my consent at any time.

Signature _____ Date

Audiotaping allows the researcher to accurately capture your comments. Audiotapes will not be shared with anyone apart from the researcher and professional transcriptionist.

I agree to be audiotaped. I do not agree to be audiotaped.

_____ I would like a summary of the results of this study to be mailed to me at the following postal or e-mail address: _____

Appendix E: Informed Consent Form: Web-Based Survey

INFORMED CONSENT FORM

Research Project: Understanding Student Experience in Graduate Programs at [Southwestern IMBA] in Building Global Leadership Competencies

This research study assesses student experiences in the IMBA program at [Southwestern IMBA], including the development of global leadership competencies. The study is conducted by Jennie Walker. Results will be used for dissertation research that aims to provide [Southwestern IMBA] with suggestions for modifications to improve student experiences and outcomes. Jennie Walker can be reached at (303-887-9478/jenniewalker21@hotmail.com). This project is supervised by [IMBA Director], [Southwestern IMBA].

Participation in this study involves three parts: completing the Global Mindset Inventory (GMI), completing an online survey of your experiences developing global leadership competencies in your graduate program, and participating in a focus group and/or individual interview session. Each survey should take about 15-20 minutes of your time. Focus groups and individual interviews will take approximately 45-60 minutes. Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the survey at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled.

Your responses will be identified by code number only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of this study will use only group averages and paraphrased wording. Your name is asked for only for research purposes to link your demographic information to your GMI assessment scores. However, should any information contained in this study be the subject of a court order or lawful subpoena, [Southwestern IMBA] might not be able to avoid compliance with the order or subpoena. Although no questions in this survey address it, we are required by law to tell you that if information is revealed concerning suicide, homicide, or child abuse and neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about how you were treated during the survey, please contact Susan Sadler, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-3454, or Sylk Sotto-Santiago, Office of Research and Sponsored Programs at 303-871-4052 or write to either at the University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121.

You may print this page for your records. Please click the agree box below if you understand and agree to the above. If you do not understand any part of the above statement, please contact the researcher with any questions you have.
I agree to participate in this study, and I understand that I may withdraw my consent at any time.

Appendix F: Student Web-Based Survey Protocol

SURVEY INTRODUCTION

This survey is being used to assess your experience in your graduate program, as it relates to global leadership competency development. It should take you approximately 20 minutes to complete. Your identity will remain anonymous. The information you provide will be used to help [Southwestern IMBA] improve their programs. **NOTE: If you are under 18 years old, please do not complete this survey.** Thank you for participating in this study!

STUDENT INFORMATION

1. Which program are you enrolled in?
 - IMBA
 - MBA
 - Other: Please list your program
2. Did you know about the choice of the IMBA and MBA program when you enrolled?
 - Yes
 - No
3. Given the choice to enroll in the IMBA or MBA program, why did you enroll in your program?
 - Open field commentary
4. Are you a full-time or a part-time student?

- Full-time student
 - Part-time student
5. How many credit hours have you completed in your graduate program?
- More than 61 credit hours
 - 41-60 credit hours
 - 21-40 credit hours
 - Less than 20 credit hours
6. Are you an international student?
- Yes
 - i. What is your home country?
 - No
7. What was your age on your last birthday? _____
8. How do you identify your race?
- Black
 - White
 - Asian or Pacific Islander
 - Hispanic, Latino, Chicano
 - Native American Indian, Eskimo, or Aleut
 - Multi-racial
 - Other: _____
9. How do you identify your gender?
- Male

- Female
- Transgender

10. What is your employment status outside of your school responsibilities?

- Full-time employment
- Part-time employment
- I don't work outside of my school responsibilities

11. How many languages do you speak fluently, including your native language?

- Please list

GLOBAL LEADERSHIP COMPETENCE

Global leadership competence is being defined in this study to include the following research-based competencies and attributes. This list and the definitions will be listed at the top of each page of this survey for your reference.

INTELLECTUAL CAPITAL

Global business savvy: Knowledge of global industry, global competitive business and marketing strategies; how to transact business and manage risk in other countries; supplier options in other parts of the world

Cosmopolitan outlook: Knowledge of cultures in different parts of the world; world geography, world history, and important persons of several countries; world economic and political issues; concerns and hot topics of major regions of the world; up-to-date knowledge of important world events

Cognitive complexity: Ability to grasp complex concepts quickly; strong analytical and problem solving skills; ability to understand abstract ideas; ability to take complex issues and explain the main points simply and understandably

PSYCHOLOGICAL CAPITAL

Passion for diversity: Interest in exploring other parts of the world; interest in getting to know people from other parts of the world; interest in living in another country; interest in variety

Quest for adventure: Interest in dealing with challenging situations; willingness to

take risk and test one's abilities; interest in dealing with unpredictable situations. Self-assurance: Energetic, self-confident, comfortable in uncomfortable situations, witty in tough situations

SOCIAL CAPITAL

Intercultural empathy: Ability to work well with people from other parts of the world; ability to understand nonverbal expressions of people in other cultures; ability to emotionally connect to people from other cultures; ability to engage people from other parts of the world to work together

Interpersonal impact: Experience in negotiating contracts in other cultures; strong networks with people from other cultures and with influential people; reputation as a leader; credibility

Diplomacy: Ease of starting a conversation with a stranger; ability to integrate diverse perspectives; ability to listen to what others have to say; willingness to collaborate

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.

12. Developing global leadership competence is a priority of my graduate program at Southwestern College of Business.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide commentary on your response.

13. Developing my global leadership competence is important to my career goals.

- Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide commentary on your response.

FORMAL LEARNING

14. Class lectures have developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include examples of class lectures that been useful in developing your global leadership competence and any suggestions you have for class lectures to better develop your global leadership competence.

15. Individual class assignments have developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

- Please explain your response and cite specific examples, if you have them.
Include examples of individual class assignments that have been useful in developing your global leadership competence and any suggestions you have for individual assignments to better develop your global leadership competence.

16. Group projects have developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.
Include examples of group projects that have been useful in developing your global leadership competence and any suggestions you have for group projects to better develop your global leadership competence.

17. I am encouraged use analytical thinking (i.e. using a scientific step-by-step approach or framework to examine an issue) in my program.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide examples of any exceptional experiences that you have had during

courses or experiences in the program in using this type of thinking skill.

18. I am encouraged use critical thinking (i.e. evaluating evidence and using it to come to a conclusion) in my program.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide examples of any exceptional experiences that you have had during courses or experiences in the program in using this type of thinking skill.

19. I am encouraged to use creative thinking (i.e. brainstorming new approaches, ideas, solutions) in my program.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide examples of any exceptional experiences that you have had during courses or experiences in the program in using this type of thinking skill.

20. I am encouraged to use innovative thinking (i.e. applying new approaches, ideas, and solutions) in my program.

- Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please provide examples of any exceptional experiences that you have had during courses or experiences in the program in using this type of thinking skill.

EXPERIENTIAL LEARNING

21. My orientation to the program discussed global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.
Include any suggestions you have for orientation to better discuss global leadership competence.

22. [Orientation] Weekend developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for [Orientation] Weekend to better develop your global leadership competence.

23. Have you completed any on-site action-learning projects as a part of your program? These could include class projects that involve partnerships with or on-site analyses of business or not-for-profit organizations.

Yes

No

24. The on-site action-learning project(s) I completed developed my global leadership competence.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for on-site action-learning projects to better develop your global leadership competence.

25. Have you completed an internship during your program?

a. Yes

b. No

26. My internship developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for internships like yours to better develop your global leadership competence.

27. What are your plans for completing a [Southwestern IMBA] travel program?

- I have already completed a [Southwestern IMBA] travel program.
- I have not yet completed a [Southwestern IMBA] travel program, but plan to complete one prior to graduation.
- I plan to complete a travel program, but not through [Southwestern IMBA].
- I do not plan to complete a travel program during my graduate program.
- Please list the travel program you completed and which quarter you were registered for it. If you have not yet completed your travel program, please list which one you plan to complete. If you do not plan to travel as a part of your program, please explain why.

28. I was excited about participating in the travel program before I left the United States.

- Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response.

29. The travel program(s) developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for travel programs like the one you participated in to improve.

30. Please select the category that best describes your experience with international travel (defined as any country outside of your home country of origin) PRIOR to entering your current degree program. Cumulative time abroad should be calculated by counting the number of days of all international trips taken (example: 3 separate 7-day trips abroad taken over the last 5 years would be counted as 3 weeks). This calculation should include trips taken for business, pleasure, study abroad, volunteerism, and military service.

- 25 or more weeks (7 months or more) of cumulative time abroad

- 12-24 weeks (3-6 months) or more of cumulative time abroad
- 5-11 weeks (1-3 months) of cumulative time abroad
- Less than 4 weeks (0-3 weeks) of cumulative time abroad
- No prior international travel experience

31. Which categories of international travel describe your prior international travel experience? Select all that apply.

- Business
- Pleasure
- Study abroad
- Volunteerism (e.g. Peace Corps., volunteer programs)
- Military service
- I have no prior international travel.

32. Please tell us about your experience with international travel experience prior to entering your current degree program.

- Open field commentary

33. What most influenced or will influence your decision to complete a travel program during your degree program? Please rank each item.

- a. It is required by my degree. 1 2 3 N/A
- b. I feel it is necessary to have global experience 1 2 3 N/A
for my personal career goals.
- c. I like to travel and thought it would be fun. 1 2 3 N/A
- d. Other-Please list.

MENTORING

34. The mentoring I have received from **more advanced students in my program**

has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable. I have not received mentoring from more advanced students in my program.
- Please explain your response and cite specific examples, if you have them.
Include any suggestions you have for improving mentoring experiences with more advanced students in your program.

35. The mentoring I have received from **faculty and staff members in my program**

(e.g. individual feedback, coaching received on assignments, one-on-one meetings) has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving mentoring experiences with faculty and staff members in your program.

36. The mentoring I have received from **faculty and staff members outside of my program** (i.e. faculty and staff from other departments and colleges) has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving mentoring experiences with faculty and staff members outside of your program.

37. The mentoring I have received from **business/professional mentors through my program** (i.e. mentoring relationships fostered through my program) has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving mentoring experiences with business/professional mentors through your program.

38. The mentoring I have received from **business/professional mentors outside of my program** (i.e. internships, work, networking) has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving mentoring experiences with business/professional mentors outside of your program.

PEER-TO-PEER LEARNING

39. Peer-to-peer learning (e.g. small group work, partner work, team projects) in my program has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving peer-to-peer learning in your program.

40. Belonging to a cohort group has developed my global leadership competence.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable. I do not belong to a cohort group.
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving the cohort group experience in your program.

41. Participation in organized student groups and activities has developed my global leadership competence

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable. I do not participate in student groups or activities.
- Please explain your response and cite specific examples, if you have them.

Include any suggestions you have for improving peer-to-peer learning in your

program.

42. The use of social media (e.g. Facebook, Twitter, Blogs, Wikis, YouTube) to interact with peers, faculty/staff, and business professionals in my program has developed my global leadership competence.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Not applicable. Social media is not used in my program.

Please provide examples of times you have been asked to use social media in ways that have enhanced your learning and interaction with your peers. Include any suggestions for better using this technology to do this.

43. The use of collaboration software (e.g. Blackboard discussion groups, GoogleDocs) has developed my global leadership competence.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Not applicable. Collaboration software has not been used in my program.

Please provide examples of times you have been asked to use collaboration

software in ways that have enhanced your learning and interaction with your peers. Include any suggestions for better using collaboration software to do this.

SELF-EFFICACY IN GLOBAL LEADERSHIP

44. List of global leadership definitions....

Considering each of the definitions above, how would you describe your current **confidence** level in applying your knowledge, skills, and abilities in each area of global leadership from extremely confident to not at all confident?

	Extremely confident	Somewhat confident	Neutral	Not very confident	Not at all confident
Global business savvy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cosmopolitan outlook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive complexity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passion for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quest for adventure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-assurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diplomacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Considering all of the questions you have answered in this survey, to what degree do you feel your global leadership competence has increased as a result of your graduate program?

- Significant increase in global leadership competence*
- Some increase in global leadership competence*
- Neutral*
- Little increase in global leadership competence*
- No increase in global leadership competence*
- Not sure*

PROGRAM FEEDBACK

46. To what degree has your graduate program met your expectations so far?

- All of my expectations have been exceeded.
- Some of my expectations have been met, and some have been exceeded.
- My expectations have been met.
- Some of my expectations have been met, but others have not been met.
- My expectations have not been met.
- Please explain your response.

47. Please provide any specific **praise** you have for your graduate program, considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs.

48. Please provide any specific **suggestions for improvement** you have for your graduate program, considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs.

Thank you very much for your time and feedback.

Appendix G: Student Focus Groups and Interviews Protocol

RESEARCHER INTRODUCTION

Thank you for taking the time to participate in this interview today. You will be asked 16 questions about yourself, your experience with global leadership competency development in the IMBA program, and your experience of the program in general. Your responses will contribute to educational research examining the degree to which global leadership competency is developed in your program. Most importantly, your responses will contribute to improving your program. Your responses will be anonymous in the research findings.

You have the right to decline to answer any questions that make you uncomfortable during this interview. You may also decide to stop your participation at any time. What questions do you have about your rights and participation before we begin?

GLOBAL LEADERSHIP COMPETENCE

Global leadership competence is being defined in this study to include the following research-based competencies and attributes.

INTELLECTUAL CAPITAL

- **Global business savvy:** *Knowledge of global industry, global competitive business and marketing strategies; how to transact business and manage risk in other countries; supplier options in other parts of the world*
- **Cosmopolitan outlook:** *Knowledge of cultures in different parts of the world; world geography, world history, and important persons of several countries; world economic and political issues; concerns and hot topics of major regions of the world; up-to-date knowledge of important world events*
- **Cognitive complexity:** *Ability to grasp complex concepts quickly; strong analytical and problem solving skills; ability to understand abstract ideas; ability to take complex issues and explain the main points simply and understandably*

PSYCHOLOGICAL CAPITAL

- **Passion for diversity:** *Interest in exploring other parts of the world; interest in getting to know people from other parts of the world; interest in living in another country; interest in variety*

- **Quest for adventure:** *Interest in dealing with challenging situations; willingness to take risk and test one's abilities; interest in dealing with unpredictable situations*
- **Self-assurance:** *Energetic, self-confident, comfortable in uncomfortable situations, witty in tough situations*

SOCIAL CAPITAL

- **Intercultural empathy:** *Ability to work well with people from other parts of the world; ability to understand nonverbal expressions of people in other cultures; ability to emotionally connect to people from other cultures; ability to engage people from other parts of the world to work together*
- **Interpersonal impact:** *Experience in negotiating contracts in other cultures; strong networks with people from other cultures and with influential people; reputation as a leader; credibility*
- **Diplomacy:** *Ease of starting a conversation with a stranger; ability to integrate diverse perspectives; ability to listen to what others have to say; willingness to collaborate*

STUDENT INFORMATION

1. Please tell me about yourself.
 - a. Year in program
 - b. Work experience and career goals after graduation
 - c. International interests and experience
 - d. What kinds of responsibilities you have outside of graduate school
 - e. Anything else you would like to share that helps me understand your needs and goals as an IMBA student
2. If you had to describe yourself in a few words, how would you characterize yourself?

3. Why did you decide to pursue the IMBA rather than the MBA?
4. In your experience, to what degree do you believe that developing global leadership competence is a goal of the IMBA program?
5. How important is global leadership competence to your career goals? Please explain.
6. How would you describe your confidence level in being a global leader right now?
7. Do you think there is a difference between global **leadership** and global **citizenship**. Please explain.

FORMAL COURSEWORK

8. In what ways has formal coursework developed your global leadership competence? This includes class lectures, class assignments, and group projects.
 - a. How do you think it could be improved to better develop your global leadership competence?
9. What opportunities have you had to apply and integrate the skills you have learned in your courses?
 - a. If cost and time were not barriers, what opportunities would you suggest to better apply and integrate skills?

EXPERIENTIAL LEARNING

10. In what ways has experiential coursework developed your global leadership competence? This includes [Orientation] Weekend, on-site action learning projects, and internships.
 - a. How do you think it could be improved to better develop your global

leadership competence?

11. Have you already completed the travel component in your program?
 - a. If no, what are your plans for completing it?
 - b. If yes, in what ways do you think it developed your global leadership competence?
 - i. How do you think it could be improved to better develop your global leadership competence?

MENTORING

12. What has been your experience with mentoring during your program to help you develop global leadership competence? This could include mentoring from more advanced students, faculty, staff, and business/professional mentors.
 - a. How do you think it could be improved to better develop your global leadership competence?

SOCIAL LEARNING

13. What are some examples of ways that you have been in a position to learn from your peers in the program to develop your global leadership competence? This could include partner work, small group work, cohort teams, team projects, student groups, and student activities.
 - a. How do you think it could be improved to better develop your global leadership competence?

14. What are some examples of technology and media that you have been encouraged to use in your learning during your program? This includes collaboration tools, media, and social media.
 - a. How do you think the use of technology and media could be improved to better develop your global leadership competence?

General IMBA Program Feedback

15. What points of praise do you have for the IMBA program, considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs?

16. What suggestions for improvement do you have for the IMBA program, considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs?

Thank you for your time and your feedback!

Appendix H: Faculty and Staff Interview Protocol

INTERVIEW OBJECTIVES

- To capture IMBA faculty and staff goals, perspectives, and experiences of global leadership competency development in the IMBA program
- To gather IMBA faculty and staff suggestions for improvements in developing global leadership competencies in the IMBA program
- To capture IMBA faculty and staff praise and suggestions for improvement for the IMBA program in general

INTRODUCTION

Thank you for taking the time to participate in this interview today. You will be asked 15 questions about yourself, your involvement in global leadership competency development in the IMBA program, and your experience of the program in general. Your responses will contribute to educational research examining the methods by which global leadership competency is developed in the IMBA program. Most importantly, your responses will contribute to improving the program. Your responses will be anonymous in the research findings.

You have the right to decline to answer any questions that make you uncomfortable during this interview. You may also decide to stop your participation at any time. What questions do you have about your rights and participation before we begin?

GLOBAL LEADERSHIP COMPETENCE

Global leadership competence is being defined in this study to include the following research-based competencies and attributes.

INTELLECTUAL CAPITAL

- **Global business savvy:** *Knowledge of global industry, global competitive*

business and marketing strategies; how to transact business and manage risk in other countries; supplier options in other parts of the world

- **Cosmopolitan outlook:** *Knowledge of cultures in different parts of the world; world geography, world history, and important persons of several countries; world economic and political issues; concerns and hot topics of major regions of the world; up-to-date knowledge of important world events*
- **Cognitive complexity:** *Ability to grasp complex concepts quickly; strong analytical and problem solving skills; ability to understand abstract ideas; ability to take complex issues and explain the main points simply and understandably*

PSYCHOLOGICAL CAPITAL

- **Passion for diversity:** *Interest in exploring other parts of the world; interest in getting to know people from other parts of the world; interest in living in another country; interest in variety*
- **Quest for adventure:** *Interest in dealing with challenging situations; willingness to take risk and test one's abilities; interest in dealing with unpredictable situations*
- **Self-assurance:** *Energetic, self-confident, comfortable in uncomfortable situations, witty in tough situations*

SOCIAL CAPITAL

- **Intercultural empathy:** *Ability to work well with people from other parts of the world; ability to understand nonverbal expressions of people in other cultures; ability to emotionally connect to people from other cultures; ability to engage people from other parts of the world to work together*
- **Interpersonal impact:** *Experience in negotiating contracts in other cultures; strong networks with people from other cultures and with influential people; reputation as a leader; credibility*
- **Diplomacy:** *Ease of starting a conversation with a stranger; ability to integrate diverse perspectives; ability to listen to what others have to say; willingness to*

collaborate

FACULTY/STAFF INFORMATION

1. Please tell me about yourself.
 - a. Years teaching at University
 - b. Work experience and research interests
 - c. International interests and experience
 - d. Anything else you would like to share

2. To what degree do you believe that developing global leadership competence is a goal of the IMBA program?

3. In your role, to what degree do you believe developing global leadership competence is important for graduate business student development in general?

4. When you think about your interactions with MBA and IMBA students, are there any difference you note about them? Please explain.

5. In your experience, do you think there is a difference between global **leadership** and global **citizenship**. Please explain.

FORMAL COURSEWORK

6. In what ways does the formal coursework you conduct or coordinate develop the global leadership competence of students in the program? This includes class lectures, class assignments, and group projects.
 - a. How do you think it could be improved to better develop global leadership competence?

7. How is student ability to apply and integrate skills assessed in the courses you teach or coordinate?
 - a. If cost and time were not barriers, how would you redesign your course to better apply and integrate skills?

EXPERIENTIAL LEARNING

8. Does your course include experiential learning of some kind? This includes on-site action learning projects, site visits, and internships.
 - a. In what ways do these experiences develop the global leadership competence of students?
 - b. How do you think they could be improved to better develop global leadership competence?
9. Do your courses include a travel component? Please describe any travel component.
 - a. In what ways do you think the international travel component develops global leadership competence for students?
 - b. How do you think it could be improved to better develop global leadership competence?

MENTORING

10. How do the courses you teach or coordinate foster mentoring relationships? This could include mentoring from more advanced students, faculty, staff, and business/professional mentors.
 - a. How do you think mentoring relationships could be improved to better develop global leadership competence?

SOCIAL LEARNING

11. What are some examples of ways that students are in a position to learn from one another in the course you teach or coordinate? This could include partner work, small group work, cohort teams, team projects, student groups, and student activities.
 - a. How do you think peer-to-peer learning could be improved to better develop global leadership competence?

12. What are some examples of technology and media that you incorporate in the design of the course you teach or coordinate? This includes collaboration tools, media, and social media.
 - a. How do you think the use of technology and media could be improved to better develop global leadership competence?

Conclusion

13. What else would you like to add to help me understand your perspective of and experience with global leadership development in the program?

14. What points of praise do you have for the IMBA program, considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs?

15. What suggestions do you have on ways to better coordinate the elements of the IMBA core that you teach with other elements of the program?
 - a. What other suggestions for improvement do you have for the IMBA program considering the overall program design, the faculty and staff, specific coursework, and specific experiential programs?

Thank you for your time and your feedback!

Appendix I: Financial Times Top 10 International MBA Programs 2010/2011

Top 10 International MBA Programs (2010)

1. Thunderbird School of Global Management (U.S.A) (#67 overall)
2. University of South Carolina: Moore (#67 overall)
3. Georgetown University: McDonough (#38 overall)
4. INSEAD (#5 overall)
5. George Washington University (U.S.A.) (#5 overall)
6. Hult International Business School (U.S.A., U.K., U.A.E., China) (#6 overall)
7. IMD (Switzerland) (#15 overall)
8. Manchester Business School (U.K.) (#40 overall)
9. University of Southern California: Marshall (#57 overall)
10. London Business School (U.K) (#1 overall)

Appendix J: Southwestern IMBA Program Degree Structure

Required Foundations Core	Required MBA Courses	Required IMBA Courses	International Studies Electives	IMBA Electives	Other Requirements
The Essence of Enterprise	Financial Accounting	Multinational Finance & Investments	International politics focused course	4 credit hours	Proficiency in one foreign language
Ethics for the 21st Century Professional	Quantitative Methods	International Law	International economics focused course		International travel (part of CIAO course)
Creating Sustainable Enterprises	Managerial Finance	Global Management			Optional concentration (16 credit hours)
	Organizational Dynamics	Cultural Investigation & Observation (CIAO)			
	Information Technology Strategy	Comparative Management			
		Global Strategy			
		Developing International Markets OR International Marketing			
12 credit hours	20 credit hours	26 credit hours	10 credit hours	4 credit hours	N/A

Appendix K: Learning Methodologies Used in Southwestern IMBA Courses

Course	Formal Learning	Experiential Learning	Mentoring	Peer Learning	Other
The Essence of Enterprise	Personal reflection/vision paper	Edge Weekend and log	Not specifically listed, but could take place through Oxford Sessions	Oxford Engagements	N/A
	Critical thinking assignment			Peer assessment of critical thinking assignment	
	Final exam essay style	Community Capital (3 excursions)	Office hours	Community Capital assignments	
Ethics for the 21st Century Professional	Mid-term exam	None	Office hours	Expert role	N/A
	Videos			4 team projects	
	Case studies			Peer evaluation	
	Presentations			Discussion board	
Creating Sustainable Enterprises	5 individual assignments	None	Office hours	Team project paper	N/A
	Team paper presentations				
	Final exam				
Financial Accounting	Unknown	Unknown	Unknown	Unknown	N/A
Quantitative Methods	2 mini projects	None	Office hours	None	N/A
	final exam				
Managerial Finance	Unknown	Unknown	Unknown	Unknown	N/A
Organizational Dynamics	Unknown	Consulting project	Unknown	Consulting project	N/A
Information Technology Strategy	Mid-term exam	Hands-on use of technologies	Office hours	Group paper	N/A
	4 individual papers		6 guest speakers		
	Final exam				
	Group paper presentation				
Multinational Finance & Investments	Mid-term exam	None	Office hours	2 group case study papers and presentations	N/A
	Final exam				
International Law	Case studies	None	Office hours	3 case debates	N/A
				Court panel	
Global Management	Case discussion questions	None	Office hours by appointment	Group analysis, paper, and presentation	N/A
	Term brief				
	Mid-term quiz				
	Final exam				

	Final group presentation				
Comparative Management	Culture risk assessment	CIAO trip	Office hours	Group country briefing	N/A
	Case discussion questions				
Global Strategy	Mid-term exam	Group Game Plan project	Office hours by appointment only; provided home number and fax	Peer evaluations	N/A
	Individual case write ups				
	Take home final exam				
	Final presentation				
Developing International Markets (Managing Exports) OR International Marketing	Discussion questions	Group export analysis project	8 guest speakers	Group hands-on export assessment and business plan development	"Extra Effort" points
	Exams	Presentation to a company	Office hours at a coffee shop (offered home number, cell, and text)		
International Politics Course (International Monetary Relations)	2 quizzes in class	None	Office hours	No group learning	N/A
	Takehome exam				
	Term paper				
	Presentation of Term Paper				
International Economics Course (International Trade)	2 quizzes	None	Office hours; provided home number and cell	No group learning	N/A
	Final exam				
	Research paper				
	Research paper presentation				
% of Total Learning Design (102 total)	49% (50)	10% (10)	15% (15)	26% (26)	1% (1)

**Appendix L: Financial Times Rankings of Global MBA
and International MBA Programs**

Graduate Business School	Financial Times 2011 Global MBA Ranking	Financial Times 2010 International MBA Ranking
Thunderbird School of Global Management (USA)	68	1
University of South Carolina Moore (USA)	80	2
Georgetown University McDonough (USA)	38	3
INSEAD (France and Singapore)	4	4
George Washington University (USA)	Not ranked in 2011	5
Hult International Business School (USA, Dubai, UK, Shanghai)	61	6
IMD (Switzerland)	14	7
Manchester Business School (UK)	29	8
University of Southern California (USA)	64	9
London Business School (UK)	1	10

Appendix N: Unique Features of the Top 10 Ranking

International Business MBA Programs

Graduate Business School	Unique Features
Thunderbird School of Global Management	Pre-program online boot camp; required career management seminars
University of South Carolina: Moore	Offers 2 tracks: language or global; required international internship regardless of track
Georgetown University: McDonough	Requires 4 residencies (week-long, team-based projects); highlights Washington, D.C. opportunities for engagement
INSEAD	1-year intensive, dual campus program; highly diverse students and faculty
George Washington University	Classes scheduled Monday-Wednesday to reserve Thursday-Friday for career development and student events; highlights Washington, D.C. opportunities for engagement
Hult International Business School	Optional global rotation program to study on as many as 3 of 5 campuses in one year; calls itself the only truly international MBA
IMD	Most diverse student body; highly integrated curriculum and student development focused on leadership development throughout
Manchester Business School	Focus on 4 projects of different business types (not-for-profit, merger & acquisition, U.K.-based, and international)
University of Southern California: Marshall	Emphasis on team-based, case-based, and project-based learning
London Business School	Focus on flexible curriculum; 3-pronged structure (tools & techniques, managing the organization, engaging with the world); highlights London experience

**Appendix O: High-Level Curriculum Comparison Between Southwestern IMBA
and the Top 10 Ranking International MBA Programs**

College of Business	Economics	Accounting	Finance	Strategy	Marketing	Management	Ethics	Leadership	Human Resources	Quantitative Skills	Career Management
Southwestern Business College	1	1	2	1	1	2	1	1	1	1	
Thunderbird School of Global Management	1	2	3	2	1	2	1	2	1	1	X
University of South Carolina: Moore	1	2	1	1	1	3	*	*	*		X
Georgetown University: McDonough	1	2	1	1	1	2	*	1	1	1	X
INSEAD	1	2	2	1	1	1	1	1	2	*	X
George Washington University	2	2	2	1	2	1	2	1	1	1	X
Hult International Business School	1	1	1	1	1	1	1	1	1	1	X
IMD	1	1	1	1	1	1	1	*	1		X
Manchester Business School	1	2	1	1	1	1	*	1	*		X
University of Southern California: Marshall	1	2	2	1	1	1	*	1	1	1	
London Business School	1	2	1	2	2	2	*	1*	1	1	X

Politics	International Travel	Communications	Culture	Sustainability	Language Requirement	Specialty Courses	Information Technology	Law	Entrepreneurship	Electives
1	X		1	1	X		1	1		X
1	X	1	1	1	X					X
	X			1	X	1	1		1	X
1	X	1	1							X
1					X					X
1	X	1	1	1				1		X
		1		1		1	1			X
1	X	*		*	X	1			1	X
1		2	*	*			1			X
1	X		1	1		3				X
1	X	*	1		X	1	1	1	1	X

* Indicates this area is integrated in one or more other courses

Appendix P: PAWS Charts

Web-Based Survey Results

Developing global leadership competence is a goal of my graduate program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.5	1.5	1.5
Neither Agree Nor Disagree	7	10.3	10.3	11.8
Agree	22	32.4	32.4	44.1
Strongly Agree	38	55.9	55.9	100.0
Total	68	100.0	100.0	

Developing global leadership competence is a priority of all graduate business programs at this college.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.9	2.9	2.9
Disagree	16	23.5	23.5	26.5
Neither Agree Nor Disagree	30	44.1	44.1	70.6
Agree	12	17.6	17.6	88.2
Strongly Agree	8	11.8	11.8	100.0
Total	68	100.0	100.0	

Developing my global leadership competence is important to my career goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither Agree Nor Disagree	1	1.5	1.5	1.5
Agree	17	25.0	25.0	26.5
Strongly Agree	50	73.5	73.5	100.0
Total	68	100.0	100.0	

Class lectures have developed my global leadership competence.

	Freq- uency	Per- cent	Valid Percent	Cumula- tive Percent
Valid Strongly Disagree	1	1.5	1.5	1.5
Disagree	4	5.9	5.9	7.4
Neither Agree Nor Disagree	13	19.1	19.1	26.5
Agree	38	55.9	55.9	82.4
Strongly Agree	11	16.2	16.2	98.5
99	1	1.5	1.5	100.0
Total	68	100.0	100.0	

**Individual class assignments have developed my
global leadership competence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	7	10.3	10.3	11.8
	Neither Agree Nor Disagree	20	29.4	29.4	41.2
	Agree	27	39.7	39.7	80.9
	Strongly Agree	10	14.7	14.7	95.6
	99	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Group projects have developed my global leadership competence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	7.4	7.4	7.4
	Disagree	5	7.4	7.4	14.7
	Neither Agree Nor Disagree	9	13.2	13.2	27.9
	Agree	37	54.4	54.4	82.4
	Strongly Agree	9	13.2	13.2	95.6
	99	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

I am encouraged to use analytical thinking (i.e. using a scientific step-by-step approach or framework to examine an issue) in my program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	11.8	11.8	11.8
	Neither Agree Nor Disagree	8	11.8	11.8	23.5
	Agree	38	55.9	55.9	79.4
	Strongly Agree	12	17.6	17.6	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

I am encouraged use critical thinking (i.e. evaluating evidence and using it to come to a conclusion) in my program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.5	1.5	1.5
	Neither Agree Nor Disagree	6	8.8	8.8	10.3
	Agree	34	50.0	50.0	60.3
	Strongly Agree	24	35.3	35.3	95.6
	99	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

**I am encouraged use creative thinking (i.e. brainstorming
new approaches, ideas, solutions) in my program.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	2	2.9	2.9	4.4
	Neither Agree Nor Disagree	6	8.8	8.8	13.2
	Agree	40	58.8	58.8	72.1
	Strongly Agree	16	23.5	23.5	95.6
	99	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

My orientation to the program discussed global leadership competence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.9	2.9	2.9
	Disagree	12	17.6	17.6	20.6
	Neither Agree Nor Disagree	12	17.6	17.6	38.2
	Agree	31	45.6	45.6	83.8
	Strongly Agree	10	14.7	14.7	98.5
	99	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

Edge Weekend developed my global leadership competence.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	7.4	7.4	7.4
Disagree	14	20.6	20.6	27.9
Neither Agree Nor Disagree	15	22.1	22.1	50.0
Agree	30	44.1	44.1	94.1
Strongly Agree	3	4.4	4.4	98.5
99	1	1.5	1.5	100.0
Total	68	100.0	100.0	

Have you completed any on-site action-learning projects as a part of your program? These could include class projects that involve partnerships with or on-site analyses of business or not-for-profit organizations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	46	67.6	67.6	67.6
no	21	30.9	30.9	98.5
99	1	1.5	1.5	100.0
Total	68	100.0	100.0	

**The on-site action-learning project(s) I completed
developed my global leadership competence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	7	10.3	10.4	11.9
	Neither Agree Nor Disagree	8	11.8	11.9	23.9
	Agree	19	27.9	28.4	52.2
	Strongly Agree	11	16.2	16.4	68.7
99		21	30.9	31.3	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

Have you completed an internship during your program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	26.5	26.5	26.5
	no	49	72.1	72.1	98.5
99		1	1.5	1.5	100.0
	Total	68	100.0	100.0	

What are your plans for completing a Daniels College of Business travel program?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have already completed a college of business sponsored travel program.	36	52.9	52.9	52.9
I have not yet completed a college of business sponsored travel program, but plan to complete one prior to graduation.	29	42.6	42.6	95.6
I plan to complete a travel program, but not one sponsored by the college of business.	1	1.5	1.5	97.1
I do not plan to complete a travel program during my graduate program.	1	1.5	1.5	98.5
99	1	1.5	1.5	100.0
Total	68	100.0	100.0	

**I was excited about participating in the
travel program before I left the United States.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree Nor Disagree	1	1.5	1.5	52.9
	Agree	7	10.3	10.3	51.5
	Strongly Agree	28	41.2	41.2	41.2
99		32	47.1	47.1	100.0
	Total	68	100.0	100.0	

My travel program(s) developed my global leadership competence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree Nor Disagree	3	4.4	4.4	4.4
	Agree	16	23.5	23.5	27.9
	Strongly Agree	17	25.0	25.0	52.9
99		32	47.1	47.1	100.0
	Total	68	100.0	100.0	

Please select the category that best describes your experience with international travel (defined as any country outside of your home country of origin) PRIOR to entering your current degree program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25 or more weeks (7months or more) of cumulative time abroad	39	57.4	57.4	57.4
12-24 weeks (3-6 months) or more of cumulative time abroad	13	19.1	19.1	76.5
5-11 weeks (1-3 months) of cumulative time abroad	10	14.7	14.7	91.2
Less than 4 weeks (0-3 weeks) of cumulative time abroad	4	5.9	5.9	97.1
No prior international travel experience	1	1.5	1.5	98.5
99	1	1.5	1.5	100.0
Total	68	100.0	100.0	

International business travel prior to graduate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	32.4	32.4	32.4
	99	46	67.6	67.6	100.0
	Total	68	100.0	100.0	

International pleasure travel prior to graduate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	76.5	76.5	76.5
	99	16	23.5	23.5	100.0
	Total	68	100.0	100.0	

International study abroad travel prior to graduate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	45.6	45.6	45.6
	99	37	54.4	54.4	100.0
	Total	68	100.0	100.0	

International volunteerism travel prior to graduate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	20.6	20.6	20.6
	99	54	79.4	79.4	100.0
	Total	68	100.0	100.0	

International military service travel prior to graduate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	1.5	1.5	1.5
	99	67	98.5	98.5	100.0
	Total	68	100.0	100.0	

No prior international travel experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	1.5	1.5	1.5
	99	67	98.5	98.5	100.0
	Total	68	100.0	100.0	

**I am completing the travel program mostly
because it is required by my degree.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	22.1	22.1	22.1
	2	7	10.3	10.3	32.4
	3	25	36.8	36.8	69.1
	4	7	10.3	10.3	79.4
	99	14	20.6	20.6	100.0
	Total	68	100.0	100.0	

**I am completing the travel program mostly because I feel it is necessary to
have global experience for my personal career goals.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	29.4	29.4	29.4
	2	27	39.7	39.7	69.1
	3	7	10.3	10.3	79.4
	99	14	20.6	20.6	100.0
	Total	68	100.0	100.0	

**I am completing the travel program mostly because I like to travel and
thought it would be fun.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	25.0	25.0	25.0
	2	17	25.0	25.0	50.0
	3	19	27.9	27.9	77.9
	4	1	1.5	1.5	79.4
	99	14	20.6	20.6	100.0
	Total	68	100.0	100.0	

I am completing the travel program mostly for 'other' reason.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	2.9	2.9	2.9
	2	3	4.4	4.4	7.4
	3	3	4.4	4.4	11.8
	4	46	67.6	67.6	79.4
	99	14	20.6	20.6	100.0
	Total	68	100.0	100.0	

Current confidence level in global business savvy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All Confident	2	2.9	2.9	2.9
	Not Very Confident	7	10.3	10.3	13.2
	Neutral	2	2.9	2.9	16.2
	Confident	44	64.7	64.7	80.9
	Extremely Confident	11	16.2	16.2	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in cosmopolitan outlook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All Confident	1	1.5	1.5	1.5
	Not Very Confident	4	5.9	5.9	7.4
	Neutral	9	13.2	13.2	20.6
	Confident	30	44.1	44.1	64.7
	Extremely Confident	22	32.4	32.4	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in cognitive complexity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Very Confident	2	2.9	2.9	2.9
	Neutral	7	10.3	10.3	13.2
	Confident	35	51.5	51.5	64.7
	Extremely Confident	22	32.4	32.4	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in passion for diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	2.9	2.9	2.9
	Confident	18	26.5	26.5	29.4
	Extremely Confident	46	67.6	67.6	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in quest for adventure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	1.5	1.5	1.5
	Confident	9	13.2	13.2	14.7
	Extremely Confident	56	82.4	82.4	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in self-assurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All Confident	1	1.5	1.5	1.5
	Not Very Confident	3	4.4	4.4	5.9
	Neutral	4	5.9	5.9	11.8
	Confident	26	38.2	38.2	50.0
	Extremely Confident	32	47.1	47.1	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in intercultural empathy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	4.4	4.4	4.4
	Confident	25	36.8	36.8	41.2
	Extremely Confident	38	55.9	55.9	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Current confidence level in interpersonal impact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All Confident	1	1.5	1.5	1.5
	Not Very Confident	3	4.4	4.4	5.9
	Neutral	7	10.3	10.3	16.2
	Confident	34	50.0	50.0	66.2
	Extremely Confident	21	30.9	30.9	97.1
	99	2	2.9	2.9	100.0
Total		68	100.0	100.0	

Current confidence level in diplomacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Very Confident	4	5.9	5.9	5.9
	Neutral	10	14.7	14.7	20.6
	Confident	27	39.7	39.7	60.3
	Extremely Confident	25	36.8	36.8	97.1
	99	2	2.9	2.9	100.0
	Total	68	100.0	100.0	

Appendix Q: Themes Identified Through Web-Based Survey Results

Organizational Mission, Vision, Values	Global leadership competence was a critical goal of the IMBA program that needed to be better operationalized.
Formal Learning	Formal learning in the Southwestern IMBA program effected development of advanced cognitive skills, but not necessarily oral communication skills.
Experiential Learning	Experiential learning was well-received and critically important for development but needed to be fine-tuned.
Mentoring	Formal mentoring had a strong, positive impact on student development but was inconsistently accessible.
Peer Learning	Peer learning held potential to effect stronger development among students, but not necessarily through the cohort system.
Self-Efficacy	Students had strong interest in diversity but needed help with hands-on diplomacy work.

Appendix R

Themes Identified Through Student Interviews

Formal Learning	Experiential Learning	Mentoring	Peer Learning
1. High quality and likeability of professors	1. Desire for more real-world application across college	1. Advising needs critical improvement	1. Over-reliance on group work has compromised the learning outcomes
2. Need for more global content in non-IMBA courses	2. Need for balance between skill application and cultural contexts in travel courses	2. Faculty and staff mentorships are strong, but vary widely outside of the IMBA	2. Group work needs to be better structured and actively managed
3. Need for integration and synthesis across courses in the college	3. Desire for more travel courses, including study abroad, exchange programs, and more options for Central and South America	3. The Executive Mentoring program is highly beneficial but needs greater accessibility and flexibility	3. Inclusive Excellence practices need attention in group work
4. Desire for more customization of degree plans	4. Desire for a more developmentally relevant leadership weekend		
5. Desire for more engaging learning methods	5. Need for a stronger capstone course or experience		

Formal Learning	Experiential Learning	Mentoring	Peer Learning
6. Desire for increased rigor in coursework			

Appendix S: Synthesized Themes from Student Data

Organizational Mission, Vision, Values	<ul style="list-style-type: none"> • Global leadership competence was a critical goal of the IMBA program, but needed to be better operationalized.
Formal Learning	<ul style="list-style-type: none"> • The MBA and IMBA curriculum needed to be better integrated and synthesized. • Formal learning was effective, but needed to be more dynamic, engaging, and rigorous.
Experiential Learning	<ul style="list-style-type: none"> • Experiential learning was well-received and critically important for students' self-efficacy. • Additional and more relevant experiential learning needed to be incorporated in the program design. • Travel programs needed a better balance between skill application and cultural contexts.
Social Learning (Mentoring and Peer Learning)	<ul style="list-style-type: none"> • Formal mentoring had a strong, positive impact on student development, but needed to be more formalized and more accessible. • Group work needed to be more structured and better managed to achieve learning outcomes. • Inclusive Excellence needed attention throughout the college.
Self-Efficacy	**Captured in Experiential Learning section