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**THE ROLE OF NON-WORK RELATED CROSS CULTURAL  
EXPERIENCES IN DEVELOPING GLOBAL LEADERSHIP  
COMPETENCIES**

**Case: Erasmus Student Network Eduk8**

**Master's Thesis in  
International Business**

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**ABSTRACT**

Global leadership is a topic that continues to receive considerable research interest, and companies are invest considerable amounts of time and money in the development of their prospective global leaders. The specific personality characteristics, knowledge, skills, abilities and other competencies they seek have been discussed in the literature for multiple decades, alongside with the different means through which to develop the competencies. What if the same competencies could be developed outside of work during free-time, or even before joining the companies or graduating?

This thesis uses Situational Leadership theory, Competing Values Model, Global leadership literature and Global leadership development literature as a framework to establish the environment for this study.

The thesis uses a case-study as a methodological approach. The case organisation is Erasmus Student Network (ESN), more precisely their project Eduk8, which is a training for trainers. The data is gathered in two phases, the first wave during a workshop in Brussels and the second wave over Skype to get more in-depth information about the perceptions of selected workshop participants. The perceived development is then compared to the literature and discussed.

The findings suggest that non-work related cross-cultural experiences have a positive influence on the development of global leadership competencies. The participating members of the case organisation perceived the case project to offer multiple opportunities for developing global leadership competencies.

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**KEYWORDS: Global leader, competencies, leadership, development**



## 1. INTRODUCTION

Today many companies use competency-based human resource management to effectively choose and develop their workforce (Boyatzis 2008). Understanding the components that enable leaders to succeed in the global field is key for the human resource function in order to acquire top talents and for planning of global leadership development programs.

Multinational companies are looking for global leaders that possess specific competencies needed to cope in the constantly changing, global marketplace. This phenomenon is not a recent one and for instance, Gregersen, Morrison & Black (1998) pointed to the shortage of global managers already two decades ago by interviewing the big Fortune 500 companies and their human resource staff. Their findings showed that there were simply not enough leaders with the right skills and traits to manage globalised business field. Decades later, Perkins (2009) reflects on the shortcomings of leadership education, arguing it to be inadequate in preparing the students for the cross-cultural leadership positions.

Caligiuri (2006) suggested that global leaders share common knowledge, skills, abilities and other competencies, which enable them to perform their tasks well. Previous research has highlighted the importance of developing global leaders with the needed competencies to effectively lead in the globalised markets. The question what the leaders' competencies entail have intrigued people in past, and still today there are as many opinions as there are people discussing over the topic.

Galton's (1869) proclamations made in the 19th century have inspired authors over many decades to study leadership with a trait perspective. His study represents the trait-based leadership studies. Galton stated that leaders possess certain immutable traits and competencies, which cannot be developed, instead they are inherited. Of course, the argument has been overruled during the years, and for example, Boyatzis (2008) showed that the competencies of efficient leaders can be developed in the workforce or by Caligiuri (2006) who introduced methods to train global leaders. Also, the emergence of leadership development programs is going to the complete opposite direction those of Galton's views. Following this new line of thought, more firms are paying attention to

global leadership development and are working proactively to produce effective leaders (Weinstein 2012).

In addition to experience and knowledge gained at school or work, professional development has also been considered to be able to be enhanced through non-work related cross-cultural experiences (Myers & Pringle, 2005). This means that the desired and needed knowledge, skills, abilities and other competencies can also develop prior to entering the working life or outside of it. For instance, Caligiuri & Tarique (2012) discussed the importance of cross-cultural experiences for the development of global leadership competencies. They divided the experiences into two categories, the first being non-work related and the other organisationally initiated experiences. The experiences from non-work related events include family diversity, studying abroad, international volunteerism, and vacationing abroad. This thesis focuses on the international volunteerism and the non-work related cross-cultural experiences and investigates the perceived development of the global leadership competencies according to the respondents of a case organisation.

This thesis investigates Europe's largest international non-profit student organisation, Erasmus Student Network AISBL, more specifically one of its projects called Eduk8. Eduk8 is an international training programme, developing both trainers and the networks members. The respondents are volunteers who have taken part in the Eduk8 training for trainer's events.

## 1.1 Research objectives and research question

The aim of this thesis is to examine the extent to which non-work related cross-cultural experiences develop the kind of personality characteristics, knowledge, skills, abilities and other competencies that the literature has portrayed as key for global leadership. To reach the objective, a case study approach is chosen to gain in-depth information of the development that happens within the participants of a cross-cultural non-work related training programs.

The specific research question of the study is formulated as follows:

1. What kinds of global leadership related competencies are gained from participation in cross-cultural, non-work related training programs?

The examination of the development is done from the perspective of the participants of the case program.

## 1.2 Definitions

Following Caligiuri's (2006) definition of global leaders' individual aptitudes, this thesis uses an individual approach to examine the leader herself and her cognitive competences. This thesis focuses on the knowledge, skills, abilities and other competencies (KSAO's) of global leaders. This thesis also encompasses a focus on personality characteristics. The thesis will use the term competence to include all the dimensions.

Global leadership competencies are defined by Jokinen (2005) as universal traits that enable leaders to fulfil their job outside their ethnic and organizational cultures, with no regard to their national or educational history. This thesis seeks to portray the competencies that enable global leadership effectiveness, thus leaving out the deeper examination of cultures.

Leadership is defined as the actions of a leader to influence other group members to achieve the groups or organizations goals (Muczyk & Holt 2008).

Global leadership development was described by the Training Magazine (2014) to consist of building global competencies and social skills, which are needed to function in the worldwide business environment. The global environment includes geographically spread customers, suppliers, employees and distributors. Naturally, Global leadership development programs (GLDP's) are the programs that enable leaders to develop this portfolio of competencies that are crucial to the business success of companies acting in global marketplaces (American Management Association 2012).

According to Merriam-Webster's (2017) definition, Cross-cultural refers to dealing with or comparing two or more different cultures or cultural areas. This thesis leaves out the closer examination between cultures. However, by comprehending cross-cultural to include interactions between two or more cultures (i.e. people from different cultures) is crucial for understanding the scope of this thesis.

### 1.3 De-limitations of the study

Although the knowledge, skills, abilities and other competencies, alongside with personality characteristics are a theme of this thesis, it does not seek to investigate each competence in depth but rather to explain how the competence is developed in the case project. The competencies found in the global leadership literature are used to give a framework to reflect the competencies the respondents answer in the data gathering.

Also, this thesis does not attempt to define globally desired leadership traits, but rather takes every competence as global. Thus, the thesis makes no distinction between culturally reliant competencies from the global ones, and does not focus on the effectiveness of each competence. Also, the aim of this thesis is not to study cultures or to define them. The sample group for the study is cross-cultural by nature, but the national cultures and their effects' examination is left out.

### 1.4 Structure of the thesis

This thesis consists of nine chapters. First chapter, this chapter, introduces the reader to the topic, sets the research aims, and defines the key themes of this thesis. The second and third chapters discuss the existing theories and research on global leadership. The reader is introduced to two theories around leadership that will help understand the complex and dynamic environments of global leaders. Then, the third chapter introduces the most common competencies found in the literature of global leadership and defines them to the reader.

Fourth chapter describes the global leadership development and the desired outcomes of organisationally initiated development programs to understand the context of global leadership development and to have a reference point for the non-work related experiences.

Fifth chapter introduces the case organisation and the case project in depth. This is done to give an extensive and comprehensive image of the project and the methods it uses for the reader. The understanding of how the project works is key for analysing whether the results are valid.

The sixth chapter explains and justifies the methods used for data gathering and analysis. The reader is introduced to the research design and walked through the process. Following the methodology chapter, the findings are presented in the seventh chapter.

Chapters eight and nine discuss and conclude the thesis by comparing the findings to the theories. Also, limitations of the study are discussed and ideas for the future researchers are introduced.

Finally, the resources and the appendices are portrayed in the end of the thesis.

## 2. GLOBAL LEADERSHIP

This chapter describes the context of global leadership and the knowledge, skills, abilities, personality characteristics and other competencies found in the existing literature of global leadership. As earlier mentioned, global leaders have distinctive knowledge, skills, abilities, personality traits and other competencies that enable them to lead successfully in global markets (Caligiuri 2006). This thesis focuses on the competencies and personality traits of global leaders without going into detail about defining the differences between knowledge, skills, abilities, personality traits and other competencies. Rather, this thesis uses the word competence to describe all of them.

Caligiuri and Tarique (2009) defined global leaders to be top-level e.g. executives, vice presidents, managers and directors who perform global leadership activities. Mendenhall, Reiche, Bird and Osland (2012) studied multiple different definitions of global leadership and leaders and concluded defining global leaders to be: *“An individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow and presence.”*

Mendenhall et al. (2012) state that it is important to note that the workers even in lower levels of the organisations are engaged in global and cross-national environments due to globalisation of business. Also, it is crucial to understand that the successfulness of global leadership is usually a team effort, which has different leadership roles in different phases. This thesis takes the abovementioned factors into account, and combines the competencies and personality characteristics and does not assume that one leader represents all of them.

This thesis defines the global leaders as the managers, ranging from middle to senior level, who are managing and/or leading stakeholders across national borders. Expatriates and flex-patriates working abroad, top-level executives of multinational firms, and local firms' top and middle managers are all thus perceived as global leaders when they deal in transnational environments. (Dickson, Castaño, Magomaeva & Den Hartog 2012).

There is no “right” way to lead globally, as there is no global understanding of what is great leadership. Until today, there is no framework of competencies that would be



universally accepted and considered great leadership. (Sendelback & McGrath, 2006.) Also, Mendenhall et al. (2012) argue that the global leadership field's empirical and conceptual progress are limited by the lack of a clear, exact and shared definition of what global leadership is.

This chapter is divided into two clarifying topics, which describe the sphere of global leadership with different approaches. Firstly, the context of global leadership is illustrated with the theory of Situational Leadership to show the complexity and dynamism of the global leaders' work. Secondly, the Competing Values Model is presented to understand the roles of the global leaders and the different values that the leaders and followers express. The aim of the chapter is to define the context of global leadership and highlight the situations and complex choices previous research has proven to be required from leaders.

## 2.1 Situational Leadership

As earlier mentioned, Mendenhall et al. (2012) described global leadership environment to be characterized by significant levels of complexity, flow and presence, which means that there are various complex and dynamic situations which require leaders' presence depending on the situation. Thus, this chapter introduces a theory that clarifies the global leaders' environment.

Hersey & Blanchard (1988) first introduced the sphere of leadership research with a new theory in the late 60's, a theory nowadays known as the Situational Leadership theory. Its core idea is that there is no one and only way to lead, but the outcome of leadership activities varies according to multiple dynamic factors. The leadership behaviour is divided into directive and supportive, which are needed according to the follower's task and psychological maturity. Psychological maturity means the followers willingness to perform the task, whereas the task maturity portrays the follower's ability to carry out a given task.

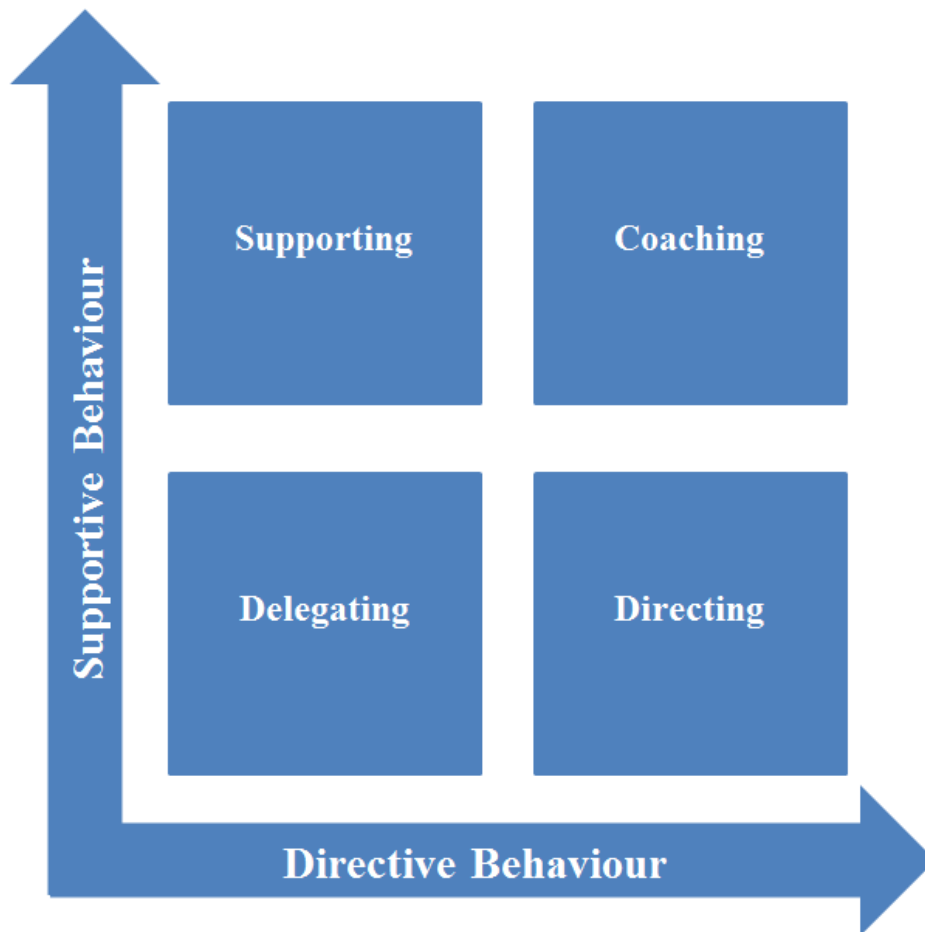
Hersey & Blanchard (1988: 5) described three core competencies of a leader: diagnosing (understanding the situation you are trying to have influence on), adapting (adjusting your behaviour to the situation), and communicating (expressing yourself in a way that it is easily understandable and situationally acceptable). They defined leadership to be the actions of a leader, aimed to influence the follower in different situations. This led to the

equation of leadership ( $L$ ), which is a function of the leader ( $l$ ), the follower ( $f$ ), and the situation ( $s$ ). (Hersey & Blanchard 1988: 86.)

$$(1) \quad L = f(l, f, s)$$

According to Situational Leadership, the leaders' actions are to be in line with the followers needs of support or direction, and it is the leader who adapts according to her diagnosis of the followers' needs (Hersey & Blanchard 1988: 180). The competencies and behaviours of the leader are then tied to situations, and therefore there is not a clear map of competencies or traits that would always be considered effective.

The behaviours (supportive and directive) of a leader were characterized by Keller (2007), and put into four distinctive groups. The four styles are illustrated in the Figure 2.1. *Delegating leadership* style includes low directive and low supporting actions from the leader, and is usually the style managers tend to exhibit on older employees. *Directing leadership* style is at hands when the leader behaves in a highly directive way, and doesn't show much encouragement or support. This leadership style is usually exercised over new employees. *Supportive leadership* style consists of supportive stimulation and low directive behaviour. Lastly, the *coaching leadership* style includes both high directional and encouraging behaviour. (Keller 2007.) Translated into practice, the leader needs to first acknowledge the followers need for direction and support. Then the leader should adjust her behaviour to meet the needs of the follower. And always to conduct everything with a clear understanding of the situational factors and communicating herself clearly.

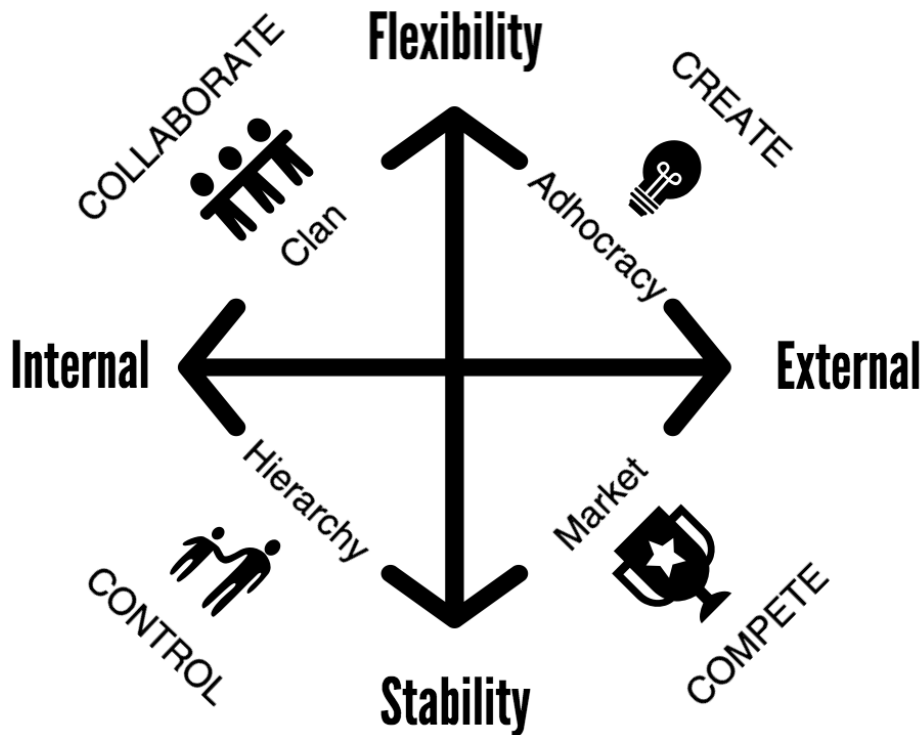


**Figure 2.1.** Situational leadership styles (Keller 2007).

## 2.2 Competing Values Model (CVM)

The CVM is chosen for this thesis because it represents the complex managerial situations that both local and global leaders face. CVM is a non-normative and culturally neutral perceived model (Sendelback & McGrath, 2006) that was first introduced in the early 1980's by Quinn & Rohrbaugh (1983) who studied the organisational structures and managerial roles in them. This model illustrates the sphere of leadership, and its paradoxes. According to the authors Quinn and Rohrbaugh (1983), the model illustrates the contradictions, compromises and paradoxes the leaders and organisations face in their processes. The model is illustrated with two dimensions: flexibility vs. stability and internal versus external orientation. The dimensions form a two-axis illustration, where the vertical axis interprets the flexibility-stability dimensions and the horizontal axis composes of internal vs. external dimension. Thus, the illustration creates four segments,

illustrated in the Figure 2.2. The knowledge of these competing values and possible approaches helps in understanding global leadership with all its dimensions.



**Figure 2.2.** Competing Values Model (Adapted from Quinn & Rohrbaugh, 1983; Sendelback & McGrath, 2006).

The *Clan* dimension is a human oriented dimension, and the leaders' focus in this dimension is mentoring and facilitating collaboration and participation in teams. This dimension has an internal focus with a flexible orientation towards the business. The leaders of this collaborative segment have a good understanding of themselves and of others, they are talented at communicating effectively and at managing conflicts. The left-bottom dimension, *Hierarchy*, has an internal focus and the leaders pursue to stabilise and control the business. In this dimension, the leaders take the role of a monitor or a coordinator, who design work, monitor individual and collective performance and manages both information and projects across functions. In the leaders' spotlight are maintaining and creation of the supportive systems for control and learning organisation-wide. (Quinn & Rohrbaugh, 1983; Sendelback & McGrath, 2006.)

The two remaining dimensions, are focused with an external approach are the *Adhocracy* and the *Market* dimensions. The former has a creative approach of leadership, where change, innovation and open systems are in high value. In the latter, the leaders' focus is on setting and reaching goals, developing and communicating a vision and to enable productive use of time and money. The focus is external due to the need to win the markets and to compete. (Quinn & Rohrbaugh, 1983; Sendelback & McGrath, 2006.)

As seen from the paragraphs above the sphere of the competing roles is large, and there is no globally desirable role for a leader. The CVM is used in global leadership trainings to give the participants a broader understanding of their role (Sendelback & McGrath, 2006). Understanding the context of global leadership helps to evaluate the competencies and personality traits leaders are desired to have to be effective in their environments and situations.

The CVM can also be categorized to eight types of managerial roles. In the Clan dimension, the manager takes a role of (1) a mentor or (2) a facilitator to create a motivated workforce who are committed and involved. In the adhocracy dimension, the manager takes a role of (3) innovator or (4) a broker, who seek to acquire necessary change agents and to create change by using creativity and communication skills. The Market dimension includes two managerial roles, too. (5) Producer and (6) director roles both are goal oriented and represent the competencies for such behaviour. In the Hierarchy dimension, the manager takes a role of (7) a monitor or (8) a coordinator roles require project management and supervision skills to accomplish system management and integration. (Belasen & Frank 2008.)

### 2.3 Implications for the thesis

The theories explained in this chapter are key for understanding the complexity of a leader, especially global, sphere of work. The different roles and actions the leader needs to take vary depending on the situation and the focus.

The Situational Leadership theory focuses more on the followers needs, whereas the CVM pays more attention on the organisational focus and not the followers. Thus, the two theories provided here together provide the framework for this thesis to define and illustrate global leaders' work and environment.

For this thesis, the CVM illustrates the different roles and values the global leaders need to balance between. Thus, the leaders need different competencies in different orientations and roles in orders to manage and lead effectively.

The Situational Leadership suggests that these aforementioned competencies should be in-line with the followers' psychological and task maturity. In other words, they should be in line with the employees experience on that task and with the level of motivation the person has.

### 3. GLOBAL LEADERSHIP COMPETENCIES

Various authors in the existing literature of global leaders and expatriates have discussed global mind-set and its impact on the effective global leadership. Global mind-set has been described as the key to a global leader's success and therefore it is crucial to possess such competence. (Vogelgesang, Clapp-Smith & Osland 2014; Bird 2013; Weinstein 2012; Cohen 2010; Caligiuri & Tarique 2009; Campbell 2006; Javidan, Dorfman, De Luque & House 2006; Maznevski & DiStefano 2000; Adler & Bartholomew 1992.) Global mind-set is the cognition pattern of the human mind defined by openness to and expression of interest in various cultural and strategic facts, both on global and local levels and the skills to balance and integrate all these levels (Vogelgesang et al. 2014).

In addition to global mind-set, also intercultural competency has been studied and classified as the core for global leaders' success. It has been divided into three components by Bird, Mendenhall, Stevens and Oddou (2010) as follows: (1) *perception management*, (2) *relationship management* and (3) *self-management*. They created a framework of 17 intercultural competency dimensions to function as a starting point for the future research. This thesis will introduce the framework and use it as a base to expand upon.

#### 3.1 Perception management

Perception management relates to the ways people perceive and behave towards cultural differences. It measures the tendencies of people to make judgements about cultural differences and their mental flexibility when they are presented with such differences. Perception management also addresses the leaders' natural interests towards other cultures and how they manage situations that differ from what they expected. Perception management consists of five parts. (Bird et al. 2010.)

Firstly, non-judgementalness assesses the degree of withholding and deferring from judgements in unfamiliar situations and cultures (Bird et al. 2010). Closely linked to non-judgementalness is ethnocentrism, which Bizumic, Duckitt, Popadic, Dru and Krauss (2009) define as a person's conception of her own culture so that it is superior to other cultures. Many authors have shown a positive relationship between a lower level of

ethnocentrism and global leadership effectiveness (Tung 2014; Vogelgesang et al. 2014; Caligiuri & Tarique 2012; Bird et al. 2010; Adler & Bartholomew 1992). Although non-judgementalness and ethnocentrism are not the same thing, they are closely related in practice and thus this thesis introduces ethnocentrism as an equivalent for non-judgementalness.

Second dimension, inquisitiveness refers to the curiosity and openness towards other cultures and to the pursuit to understand the fundamental differences in cultures and people to avoid stereotyping (Bird et al. 2010). Inquisitiveness has been presented as the active efforts to make sense of new situations and cultures (Vogelgesang et al. 2014; Bird et al. 2010). According to Jokinen (2005), inquisitiveness leads to a more frequent pursue to enter unfamiliar cultural situations leading to a higher level of learning.

Thirdly, highly related to inquisitiveness is cosmopolitanism. It means the innate interest a person has for different cultures and nationalities, alongside with the interest towards global events and the worlds situations. Both inquisitiveness and cosmopolitanism have been described as the global leaders' personality characteristics that lead to clearer understanding of the world, which helps the leaders to effectively navigate in the global markets. (Bird et al. 2010.)

Fourth dimension, tolerance of ambiguity (also ambiguity management) depicts a leader's capability to manage unsureness in unknown and intricate situations that do not necessarily have a right way to act (Caligiuri & Tarique 2012; Dawidziuk, Boboryko-Hocazade & Mazuf 2012; Bird et al. 2010; Maznevski & DiStefano 2000).

The fifth dimension of Bird et al.'s (2010) classification is the category inclusiveness, which indicates the propensity of a leader to cognitively accept and include certain things and people, basing on the similarities in them, rather than the differences. Leaders with broader categories are more inclusive when they deal with differences.

### 3.2 Relationship management

Relationship management defined by Bird et al. (2010) refers to a leader's interest in relationships overall. It also encompasses a person's level of empathy and self-awareness. Thus, it encompasses how well a person understands her own and others' values, motives, and interaction styles. Bird et al. (2010) divided the relationship management factor to



five dimensions: *relationship interest, interpersonal engagement, emotional sensitivity, self-awareness and social flexibility*. In addition, under the relationship management competencies fall such traits as networking skills and interpersonal skills (Bird 2013; Jokinen 2005; Caligiuri & DiSanto 2001). The dimensions of relationship management are closely connected to the previously illuminated perception managements as the relationships can function as a mean of learning and gaining information on other cultures and they might serve as social support networks to manage in the different cultures (Bird et al. 2010).

Relationship interest signifies the degree of interest and awareness leaders portray towards their social environments. It is important to understand that interest itself is crucial for relationships to be meaningful, but the leaders need also the abilities to develop relationships. On the other hand, the second dimension, the interpersonal engagement, indicates the willingness and desire of the leaders to interact with people from different cultures. (Bird et al. 2010.)

Third dimension, emotional sensitivity, represents the degree to which leaders are aware and sensitive towards other people's emotions and feelings (Bird et al. 2010). Closely related to this relationship management dimension, Gregersen et al. (1998) stated that creating emotional connection and exhibiting integrity are two major behaviours in effective global leadership activities. Emotional connection consists of genuine interest in others, efforts to truly listen and understand others and their viewpoints. In other words, emotional connection could be translated into having sincere empathy. Exhibiting integrity comprises of continuous ethical behaviour and loyalty to organizational rules. In addition, it means always doing what is best for the company on a longer run, despite the attractiveness of short-term benefits. (Gregersen et al. 1998.)

The fourth dimension is the self-awareness dimension, which denotes to the degree of leaders' awareness of their strengths and weaknesses in interpersonal skills, their philosophies and values, their past experiences as developmental events and of the impact their values have in their relationships with others. Self-awareness is one of the major competencies that lead to effective global leadership (Jokinen 2005). Higher self-awareness allows the leader to develop new competencies needed to perform effectively (Bird et al. 2010).

Lastly, social flexibility portrays the leaders' tendency to portray themselves in a way that they create advantageous impressions of themselves and foster relationship building. In

other words, the dimension looks at how much the leaders adjust their behaviour to look agreeable and culturally fitting. (Bird et al. 2010.)

### 3.3 Self-management

Bird et al. (2010) describe self-management to be comprised of 7 dimension, out of which three relate to self-regard and the remaining four to the regulation and management of emotions and stress. The seven dimensions are optimism, self-confidence, self-identity, emotional resilience, non-stress tendency, stress management, and interest flexibility.

Firstly, optimism signifies a leader's tendency to keep a positive, bright outlook towards events, situations, results and other people (Bird et al. 2010). As the global leaders' workplace is characterized by ambiguity and uncertainty, optimism helps the leaders to see possibilities and to take chances under these circumstances (Jokinen 2005).

Self-confidence as defined by Bird et al. (2010) describes the level of leaders' confidence in themselves and their propensities to undertake actions to master challenges and defeat obstacles. They also state that being optimistic in intercultural situations is not enough to act positively if the leaders lack self-confidence.

Bird et al. (2010) define self-identity to indicate the level to which leaders keep their personal values separated from situational factors and have deep sense of who they are. They also argue that having strong self-identity enables the leaders to integrate and compare new cultural knowledge with the old schemas they had. The people with a lower degree of self-identity fail to integrate the knowledge in general or end up having life crises due to the overwhelming emotions.

Emotional resilience, non-stress tendency and stress management all relate to leader's psychological hardiness and to the abilities they possess to deal with challenges and stress. Emotional resiliency, which is also described as emotional strength, refers to the degree of leader's ability to endure with demanding cross-cultural situations. People with higher degree of control and regulation of their emotions are more prone to make better use of other global competencies. Non-stress tendency is a feature of leader, which enables the her to deploy her intercultural competencies in an effective way. Stress management, on the other hand, refers to the usage of stress reduction and relieving actions. (Bird et al. 2010.)

Interest flexibility means the degree of willingness of a leader to substitute her interests to match the country she is in. It refers to the ability to find and adjust new interests, and let go of the ones from the past, especially if the old interests are impossible to act upon in the new environment. (Bird et al. 2010.)

#### 3.4 Other competencies

According to Gregersen et al. (1998) somewhat one-third of global leaders' success stem from context-specific knowledge and about two-thirds result from the personal characteristics and competencies, regardless of their position in the hierarchy, corporate culture, industry standards, or local management practices.

So according to the previous, business and organisational savvy (or Business and organisational acumen) are key competencies for global leaders to reach success (Bird 2013; Bird et al. 2010; Gregersen et al. 1998). Organisational savvy refers to the knowledge of the leader on her company's capabilities, strengths and weaknesses, whereas business savvy stands for general know-how of the marketplace and of the opportunities and threats it offers (Gregersen et al. 1998).

Bird et al. (2010) relate extroversion to the dimension of self-confidence in their study. Extroversion refers to the level of a leader's sociability, talkativeness and social activeness overall (Caligiuri & Tarique 2012). Extroversion has been proven to lead to effective and successful leadership in the existing field of literature (Caligiuri & Tarique 2012; Dawidziuk et al. 2012; Caligiuri & Di Santo 2001).

## 4. GLOBAL LEADERSHIP DEVELOPMENT

*“Neglecting global leadership development is every bit as devastating to the organization as missing financial targets.” Davis 2015*

The following chapter will introduce global leadership programs and discuss the importance and the methods found in the literature shallowly. The desired outcomes are also portrayed to understand what do the companies seek for using these activities. Even though this thesis does not study the methods in work-initiated trainings and global leadership development, it is important to understand what the companies are doing to later compare it with the case project.

### 4.1 Description

American Management Association (2012) define global leadership development as: *“Activities that help leaders develop a set of competencies that are critical to the business success of organisations competing in a global marketplace.”*

The need for global leadership development is to enable global decision making with competent managers and leaders. Thus, the multinational corporations require a broad and diverse arsenal of leaders, who represent different backgrounds, cultures and market knowledge. These leaders should have access to the actual decision making boards and the diversity of the top should resemble the diversity of the markets. (George 2012.)

There is a continuously growing need for global leadership development programs. Nearly 48% of a grand, 1400 U.S. company, survey respondents rank developing global capabilities in their leaders as a very high or high importance (Davis 2015). According to Morrison (2012) only 1/3 of the responding companies had such programs in practice. The development of the global leadership development programs was still in its infancy state five years ago. Also the focus needs to be broaden, and rather than concentrating only on 50 global leaders, the companies should develop and train hundreds, or even thousands of leaders from diverse backgrounds (George 2012).

The present and the future leaders of the global business scene have been discussed to need to have a wider skill set to succeed. Being a successful leader in one country or

region does not guarantee prosperity everywhere, but neither does the cross-cultural exposure of these top leaders alone either. The criticality of developing global leadership competencies has been taken to a new level of importance and the companies also have started to take proactive approaches towards developing more global leaders. (Davis 2015.)

As earlier presented, global leaders have distinctive knowledge, skills, abilities, personality traits and other competencies that enable them to lead successfully in global markets. These competencies can be developed, with different pace and intensity. Thus, it is important to understand that the development programs only work efficiently on the leaders who have the right prerequisites to benefit from the trainings. In other words, offering the correct form of development interventions to the right people will produce the desired outcomes. (Caligiuri 2006.)

In addition, Caligiuri (2006) sorts the development dimensions according to the level of their mutability. She theorises that knowledge is the easiest to develop, followed by skills and abilities. The personality characteristics are perceived as the most difficult to develop and to change. For this thesis, the understanding of the mutability and immutability of these different competencies helps in the comprehension of the impact of the development interventions, especially the impact of the case project on its members.

#### 4.2 Methods in training

Davis (2015) illuminates the most effective and successful methods for reaching the development goals. These methods include teamwork in a cross-functional group, teamwork on a specific customer project or issue, and stretch assignments that go beyond the participants' skills and comfort zones. Global rotation assignments, trainings from external consultants, and taking part in homogeneous working groups are considered as the least effective methods in the global leadership development. (Davis 2015.)

Younger (2016) discusses how the change in the mentality of workers effects the training and development programs and their methods. Being a flexible freelancer or a temporary worker has changed the needs of the training programs to be faster, more flexible and innovative. The participants want to access development programs at any given time, anywhere and for any duration they wish. Thus, the shift towards online learning platforms is inevitable even in high impact training programs. Also, the wish to share

workloads is leading to team-based learning methods. In addition, the mentality to see change leading to life-long learning at work is influencing the future of training programs. The participants are motivated to develop as the business develops. (Younger 2016.)

There are three main forms of developmental intervention forms offered towards the global leader prospects and they all focus on different aspects what they set out to develop. Firstly, the *didactic learning opportunities*, which develop the knowledge of the participants. Second form focuses in developing skills and abilities is called *experiential intervention*. Lastly, the global talents can be exposed to *intensive experiences*, which develop the personality characteristics of the participants. The table below combines the different methods used in such forms of interventions. (Caligiuri 2006.)

Organisationally initiated cross-cultural experiences lead to broader cultural flexibility whereas now-work cross-cultural experiences influence tolerance of ambiguity, ethnocentrism and cultural flexibility. (Caligiuri & Tarique 2012.)

**Table 4.1.** Developmental interventions (Caligiuri 2006).

Didactic learning opportunities	Experiential intervention	Intensive experience
Books	Cultural immersion programs	International assignments
Cross-cultural training courses	Language immersion	Life-changing experiences
Diversity training	Coaching	Salient non-work cultural experiences
E-learning	Mentoring	
Language classes	Attending global meetings	
	Working on global teams	

Mendenhall et al. (2012) discuss the importance of work-initiated development opportunities and activities to expose their participants to complex situations where they get to deal with various and different stakeholders, and that they are implanted in different work contexts such as cross-country projects, different positions in the hierarchy and in direct contact with the customers for example.

This thesis defines project Eduk8 to have salient non-work cultural experiences, diversity training, cross-cultural training course experiences present in its trainings, especially in the trainings for trainers. These all development opportunities have a positive effect on an individual's competence to cope with global leadership tasks (Caligiuri 2006).

#### 4.3 Desired outcomes

The chapter two reviewed the global leadership literature and the competencies found important and effective for the global leaders. This thesis considers those competencies also as desired outcomes for the development efforts. This chapter introduces the findings from the literature of these development programs, and adds on to the list of desired competencies.

Caligiuri & Di Santo (2001) approached the competencies from the company's perspective and they concluded with eight desired developmental dimensions for global leadership programs:

- 1) ability to transact business in another country,
- 2) ability to change leadership style based on the situation,
- 3) knowledge of the company's worldwide business structure,
- 4) knowledge of professional contacts worldwide,
- 5) knowledge of international business issues,
- 6) openness,
- 7) flexibility,
- 8) and ethnocentrism (decreasing it).

George (2012) argues that the global leaders need both cultural sensitivity and collaborative skills. To develop such competencies, the development programs should concentrate on the self-awareness, emotional intelligence and the empowerment skills.

According to Davis (2015) there has been a change since 2010 in the expectations of global leadership training programs and their desired outcomes. The expectations are on a higher level, and language and cultural sensitivity trainings are not enough in the globalised world. The three major desired outcomes of the programs are collaborative leadership skills, advanced communication skills, and understanding and using diversity

as an advantage (diversity management). In addition, as earlier mentioned, cultural sensitivity is an essential part of the skills desired. (Davis 2015.)

In addition, Mendenhall et al. (2012) propose that the development programs should focus on increasing the tolerance of ambiguity and in enabling the participants to cope with rapidly shifting circumstances.

After studying the effects of such development programs, Davis (2015) claimed that the leaders changed their behaviour to a more collaborative after they took part in the development programs. He also added that the collaborative approach is more suitable for today's matrix organisations. Thus, becoming more collaborative and flexible can be considered as desired outcomes also.

The table below gathers all the competencies the previous chapters have discussed. These knowledge, skills abilities, competencies and personality characteristics serve as a reference point for the analysis and findings for the future chapters.

**Table 4.2.** Gathered competencies from literature review.

Situational Leadership	Competing values model	Global leadership competencies literature	Global leadership development literature
Adapting	Communicating	Business savvy	Ability to change leadership style based on the situation
Coaching	Conflict management	Category inclusiveness	Ability to transact business in another country
Communicating	Controlling	Cosmopolitanism	Collaboration skills
Delegating	Creative	Emotional resilience	Communication skills
Diagnosing	Goal-orientation	Emotional sensitivity	Cultural sensitivity
Directing	Innovation	Empathy	Diversity management
Supporting	Integration	Ethical behaviour	Emotional skills
	Knowledge of people	Ethnocentrism (low level)	Empowerment skills
	Monitoring	Extroversion	Ethnocentrism (decreasing it)
	Planning	Global mindset	Flexibility
	Project management	Inquisitiveness	Knowledge of international business issues



	Resource optimisation	Intercultural competency	Knowledge of professional contacts worldwide
	Self-awareness	Interest flexibility	Knowledge of the company's worldwide business structure
	Vision	Interpersonal engagement	Openness
		Non-judgementalness	Self-awareness
		Non-stress tendency	Tolerance of ambiguity
		Optimism	
		Organisational savvy	
		Relationship interest	
		Self-awareness	
		Self-confidence	
		Self-identity	
		Social flexibility	
		Stress management	
		Tolerance of ambiguity	

## 5. CASE: ERASMUS STUDENT NETWORK

Erasmus Student Network (ESN) is an international non-profit student organisation. Its mission is to represent international students, thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students. (ESN AISBL 2016.)

ESN is present in 40 countries, with 534 local sections (ESN AISBL 2017). The sections help incoming and outgoing exchange students in finding information and in integrating the students to the local communities. On average, ESN deals with 220 000 students globally per year. The organisation has 7 main projects, which directly and indirectly aim to enhance either the life of the students or the work of the ESN volunteers, or both. (ESN AISBL 2016.) The volunteers in ESN are either called ESN members or ESNers in this thesis, depending on the source.

Like earlier mentioned, ESN reaches multiple countries and international students. For this, ESN needs ESNers to take care of the tasks and services provided to international students. Every year, thousands of ESNers all around Europe work hard to support and develop our network. (ESN AISBL 2016.)

### 5.1 Project Eduk8

Eduk8 Strategy (2014) states that the need for project Eduk8 arises from the issue of high turnover among its volunteers. The projects main aim is to develop the skills and competencies of the ESN volunteers with non-formal education (NFE) methods and to empower them.

Eduk8 is ESN's international training project aiming at empowering ESN members and developing skills needed to perform better in their daily tasks in ESN. Eduk8 facilitates activities where underlying soft-skills can be identified and where participants can share know-how and learn from one-another in a structured, conscious and informal way. (ESN AISBL 2016.)

The aim to develop ESN members and their performance in their ESN daily tasks is the main purpose for the project according to both sources (ESN AISBL 2016; 2014). Thus, it is a project that does not directly involve the exchange students, but indirectly enhances the quality of the services they receive from the local ESN sections by developing the volunteers around the ESN countries.

To reach the stated goals, Eduk8 develops a group of NFE experts through trainings for trainers, which then carry out high quality workshops and NFE activities around the network in statutory and non-statutory meetings. The project also organises thematic ESN Trainings open to all ESN sections. These trainings aim to develop specified skills and competencies. (ESN AISBL 2014.) There are two trainings for trainers, called the Starter and the Forward, and two ESN Trainings for the network called the Spring and Autumn training. In addition, Eduk8 organises an event, also to develop the network, in the summer called the ESN Academy, which engages over 80 ESN volunteers and many trainers. The aim of the Academy is also to develop the members, but it is not as intensive as the four aforementioned are. (ESN Eduk8 2017.)

## 5.2 Trainer lifecycle

The figure 5.1 illuminates the full Eduk8 lifecycle of becoming a trainer. It shows the journey in a simplified manner, and does not include the timeframe. The trainer lifecycle consists of three different stages. Firstly, the interested people go through an application phase for their first training for trainers. In ESN, this first training is called *Eduk8 Starter*, which is a 7-day long intensive training. After completion, the participants who fill the requirements and criterion become Eduk8ers, which is the first stage of the trainer lifecycle. An Eduk8er, by default, can plan and deliver 3-hour workshops, which take place on a national level. Once a person becomes an Eduk8er, the title is valid forever. (Eduk8 2016a.)

Next step in the trainer lifecycle is to apply and participate in a training for Eduk8ers (Eduk8 Forward) after which the participant can apply to become an Eduk8 Facilitator. The trainer needs to fulfil certain criterion and requirements again before becoming a Facilitator. In this stage of the lifecycle, the Facilitator is capable of planning and delivering quality workshops on the international level of ESN. (Eduk8 2016a.)



**Figure 5.1.** Eduk8 lifecycle (Eduk8 2016).

Finally, the last step in the trainer lifecycle is to plan and to execute a seasonal training for the network. There are two seasonal trainings: Spring Training and Autumn Training. If the Eduk8 Facilitator delivers either Spring or Autumn training, is s/he eligible to apply to become an Eduk8 Trainer. The requirements are vast, and demand a lot of self-reflection. (Eduk8 2016a.)

### 5.3 Endorsement system

To be able to differentiate between the pools and to offer right level trainers for requests from internal and external customers, Eduk8 uses an endorsement system. According to Eduk8 (2016b) the project uses an endorsement system to decide on community

members' transfers between the pools. The candidate who feels s/he should be promoted to the next pool needs to fit a certain criterion to apply. The endorsement system uses three tools to evaluate the readiness of the candidate: 360° feedback forms, the competence checklist (different for each pool), and the endorsement application forms for Facilitator and Trainer.

The 360° feedback forms are a mean of gathering personal feedback from the participants, co-trainers and mentors. The feedback is used in the endorsement process to evaluate the readiness of the candidate. There are also some quantitative requirements with the amount of feedback for applying to different pools. To be considered as a candidate for Eduk8 Facilitator, the candidate needs to have 20 participant entries and 2 co-facilitator entries in the database. And for the Eduk8 Trainer application, the candidate needs 50 participant feedbacks and 5 co-facilitator feedbacks in the database. The acquirement of the feedback is solely up to the trainer oneself.

According to Eduk8's publication (2015) the competence checklist combines the necessary competencies and enables the candidates to evaluate their trainer development in a transparent manner. The checklist also enables the community members to assess the development needs in them to proceed to the next level. The checklist covers the dimensions of:

- Understanding and applying the principles, methods and concepts of non-formal education
- Good communication skills
- The ability to design non-formal education activities
- The ability to deliver non-formal education activities
- The ability to follow-up non-formal education activities
- Interpersonal competence and teamwork skills
- The ability to create a learning environment
- Supporting participants
- Self-awareness, responsibility of one's own actions and commitment to self-development

The guideline from Eduk8 (2016b) states that the endorsement application forms are to be filled by the applicant. The candidates self-reflect on why they think they are ready for the next level and fill a form. Thus, the application form includes an element of motivation and intent. The form includes questions about the applicants' personal information,

motivation, trainer competences, training experience and self-awareness. Applications are evaluated by a Learning and Development Consultant with the help of other external trainers.

## 6. DATA & METHODOLOGY

The previous chapters have laid foundation for understanding the phenomena under examination. This chapter explains the means designed to gather data to test against the theoretical background and assumptions. As the aim of this thesis is not to test a theory that is specifically for this purpose, case study was decided as an approach to gain the deepest possible insight into the examined phenomena. Robson (2002:178) describes case studies as research approach that captures a phenomenon in its context using empirical methods. In other words, it investigates the nature and complexity of one phenomenon as it appears. A case study itself is not a method, but a research approach or strategy. Thus, Robson's (2002:178) definition is correct when it characterises case studies to be "*using empirical methods.*"

According to the definitions by Saunders, Lewis & Thornhill (2007: 120), this thesis has features of both deductive and inductive research. To clarify, deductive research emphasises scientific principles, moving from theory to data, explain the causalities and relationships between variables, quantitative methods, highly structured approaches and it sees the researcher independent of the examined topic. The latter, inductive research, gives prominence towards gaining understanding of the meanings humans associate with the events, qualitative data, close familiarity with the examined topic, more flexibility and adaptability, researcher as a part of the process, and lower need to generalisability. This thesis seeks to test an assumption and theory that non-work related cross-cultural experiences develop global leaders and their competencies, and the process flows from theory to data. But it does not rely solely on quantitative data and does not restrict the research only to show a causal relationship between the studied dimensions. As the thesis uses a case study, the nature is to understand the studied phenomena and the focus is not on the generalisability, which both refer to an inductive study.

An exploratory research seeks to answer what is happening and an explanatory research aims at establishing and describing causal relationships between the investigated variables. An exploratory research goes through three distinctive phases: literature review, interviewing 'experts' of the topic, and conducting focus group interviews. (Saunders et al. 2007: 133–134.) This thesis has features from both research designs. It does not follow the same order that the exploratory study does, but it goes through all

three phases. Also, the thesis aims at illuminating the causal relationship of non-work related cross-cultural experiences and global leadership development.

Saunders et al. (2007: 148) define cross-sectional research as a study that investigates a phenomenon at a particular time. This thesis interviewed 25 respondents in Brussels during a 90-minute workshop during one day. Thus, it is a cross-sectional study. Also, the researcher conducted three additional interviews after the initial interviews to build up on the answers and clarify what the respondents already stated in the initial interviews. This thesis remains a cross-sectional study due to the fact the interviews were conducted to gain deeper insight on the answers provided already in Brussels.

## 6.1 Sample group

The sample of this study is a focus group from the pool of Eduk8 community. At the time (02/04/2017) of the interviews, there were 117 Eduk8ers, 19 Facilitators and 8 Trainers in total in the population of 144 community members. Even the newest members, who had their Starter in February 2017, were also included in the process and in the calculations. The sample group was present at the Eduk8 Community Meeting 2017 in Brussels, Belgium between the 30<sup>th</sup> of March until the 2<sup>nd</sup> of April. Due to the confidentiality of the answers and respondents, none of the names or answers are disclosed.

**Table 6.1.** Sample group

	<b>Eduk8ers</b>	<b>Facilitators</b>	<b>Trainers</b>	<b>Total</b>
<b>N of respondents / Representation of the pool</b>	16 / 13,68%	6 / 31,58%	3 / 37,50%	25 / 17,36% (of the whole Eduk8 community)
<b>Gender division F/M</b>	81,25% / 18,75%	33,33% / 66,67%	33,33% / 66,67%	68% / 32%
<b>Age average</b>	25	27,33	26,67	25,76
<b>Average years in ESN</b>	3,06 years	5,17 years	5,67 years	3,88 years



The sample represents 17,36% of the whole population of Eduk8 pools. 68% of the respondents were female, and 32% were male. This thesis does not involve gender in the analysis of the results in any way. The average age was 25,76 with the oldest respondent being 32 and the youngest being 21. Also, age does not have significance in the data analysis.

The respondents had been immersed in the non-work related cross-cultural experiences for different durations. The average involvement with the case project was 1,31 years (or 15,76 months). The longest involvement with the project was 60 months and the shortest was 1 month, which likely influences the perceptions over their development. Also, the approximate hours of workshop delivery were asked from the respondents. The average WS delivery time was 72,5 hours. The lowest was 1,5 hours and the longest approximation was 402 hours of workshop and training delivery. In addition, the average years in ESN was 3,88, which this thesis describes also as non-work related cross-cultural experience and thus it was taken into consideration when going through the data.

## 6.2 Method explanation and justification

Due to the nature of the phenomenon, the choice of case study approach was evident. This thesis studies the effect of non-work related cross-cultural activities in developing global leadership competencies within a case organisation. More precisely, it measures the perception of the Eduk8 project trainers on their own development after joining the project. The research method is thus limited to measure the perceived development of the participants in the case organisation.

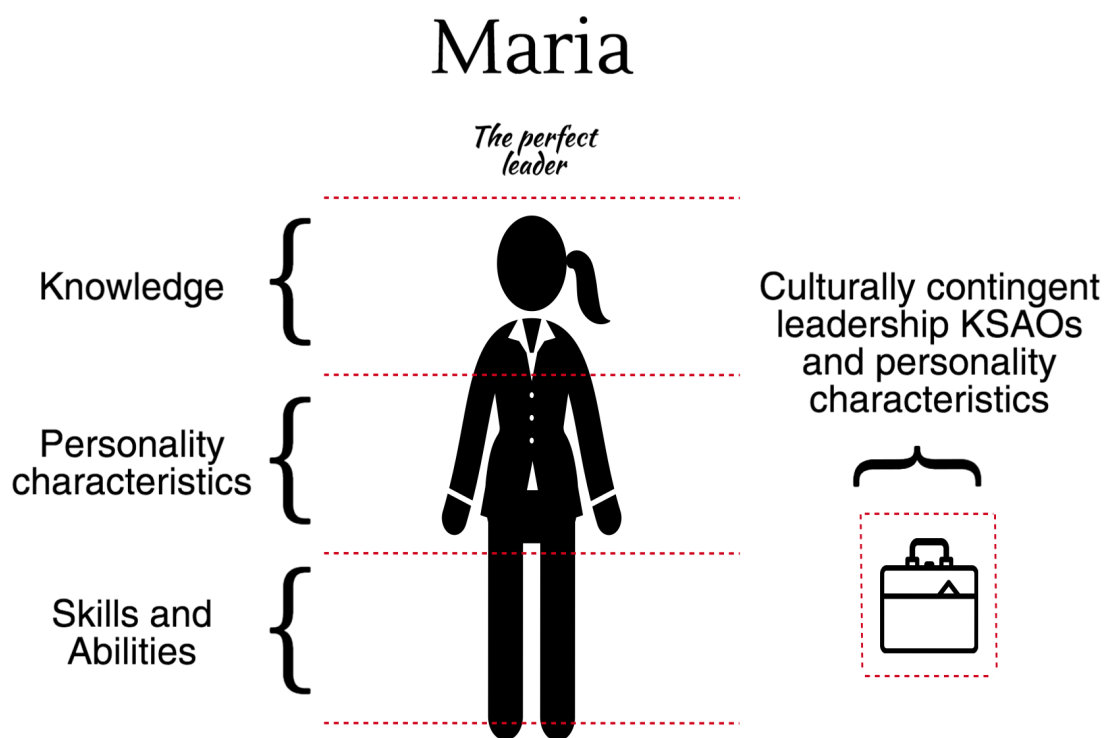
Triangulation, which means using multiple data collection methods in a research, is often needed to conduct a case study (Saunders et al. 2007: 139). This thesis process uses triangulation to gain an image of the phenomenon and to gain a better understanding how the participants perceive their own development. Before creating and designing the data collection method, the researcher was given access to a quantitative data file of all trainers. The quantitative data of the trainers was investigated and a general understanding of the group was made. The triangulation continued with the first data collection in Brussels. The data gathered was both qualitative and quantitative. Lastly, three qualitative interviews were made to gather more in-depth data to understand the development of the respondents better.

The chosen method for data gathering for this thesis was two-fold. Firstly, the participants had a joint session (a workshop) with the researcher during which the participants were informed with the definition of a global leader (in Appendix 1), after which they brainstormed a list of the knowledge, skills, attributes, personality characteristics and other competencies of global leaders. The researcher's role was to facilitate discussion, not to give input related to the content. Second phase was individual work, where the participants chose 5 of the competencies they had brainstormed and evaluated their own development prior and after being a part of the Eduk8 project.

After the initial analysis of the data, the researcher decided to conduct three more interviews to gain more insight on the perceptions of the personal development of the participants. Thus, triangulation is truly present in this thesis. All the interviewees took part in the first session in Brussels. The interviewees represent all the pools, one from each pool. The second round of data gathering was conducted over Skype, and it used a semi-structured interview method. To gain more relevant data, all the participants interviewed had over a year of experience with the case project.

### 6.3 The gathering of the data

The data collection was organised on the 2<sup>nd</sup> of April in the morning in the Eduk8 Community Meeting 2017. The data collection was conducted as a cross sectional design in a workshop form. The first part was held for everyone, during which the researcher held an hour long brainstorming session on global leadership where the participants discussed the most important global leadership competencies and reached a common understanding of what they entail. The brainstorming was done in 5 groups with random group division. The brainstorming was organised in a way that there were five stations on which each group worked independently. The stations were flipcharts on which the researcher had drawn a person overarching three flipcharts, a suitcase and the logo of the project Eduk8. The task of the participants was to list the competencies and personality characteristics they felt the perfect global leader needs on the three flipcharts. On the suitcase flipchart, the participants thought of culturally reliant leadership competencies and personality traits. And on the flipchart with the Eduk8 logo, the participants wrote the competencies and personality characteristics of an ideal trainer.



**Figure 6.1.** Brainstorming design.

In the second phase of the data collection, the participants individually chose 5 competencies from the brainstorming outcomes that they perceived that they had developed the most in their activities within the project. Then they gave points for their level of that given competency prior to joining Eduk8 and their current capability. The rating was done on a Likert-scale from 1-7. In the answering sheet (see Appendix 2) they were also asked to define the competency and justify their answer in words.

Thus, the data gathered with the methods is both qualitative and quantitative as the raw data is both in numeric and in written format. The aim was to quantify the perceptions, keeping the possibility of the respondents to explain and justify their answer. The follow-up interviews were designed to give more insight on the development of the competencies.

#### 6.4 Reliability and validity

Reliability and generalizability are low due to the use of a case study (Gagnon 2009: 3). On the other hand, this thesis does not seek to create a new and generalizable theory, but

rather test an existing conception of non-work related cross-cultural activities. Thus, the approach chosen is deductive, rather than inductive as it seeks to explain a causal relationship based on hypotheses coined from theories. (Saunders et al. 2007:117.) Also, the repeatability of the study is rather low as the answers received measure perception of individuals at a certain moment. The population chosen represents the intended target group well, as there is a spread from different pools.

Validity refers to the successfulness of the research to measure the phenomena it set out to measure, in other words whether the findings are from the intended phenomena (Saunders et al. 2007:150). This thesis investigates the perceived global leadership development of individuals of a case project. And with the chosen methods and focus group, the validity of this thesis increases.

## 6.5 Data analysis

After the data collection, the data was transcribed and categorized. The results of the workshop part were on five separate flipcharts and the contents of the flipcharts were transferred into an Excel table. The data was filtered and the competencies are found on the table below. The color-coding highlights the doubles, which are found from two or more categories. All the competencies are gathered here to give an overview of what the respondents generated on the flipcharts.

**Table 6.2.** Gathered competencies

<b>Knowledge</b>	<b>Personality characteristics</b>	<b>Skills &amp; Abilities</b>	<b>Culturally contingent leadership competencies</b>	<b>Ideal trainer competencies</b>
Broad cultural/environmental knowledge	Approachable	(Self-)Awareness	Age	Able to create the right learning environment
Current issues of world	Assertive	Adaptable	Body language	Adaptability
Emotional intelligence	Attentive	Being representable	Decision making	Approachable

Field knowledge	Caring	Clear communicator	Direct vs. Indirect	Charismatic
Group dynamics	Charismatic	Confidence	Ethical code	Clear non-verbal & verbal communication
Intercultural knowledge	Creative	Conflict management	Etiquette	Constant development
Knowledge of people	Curious	Crisis management	Expression of feelings	Constant learning
Knowledge of resources	Disciplined	Delegation (people management)	Formal vs. Informal	Constructive
Languages	Empathic	Diplomatic	Gender bias	Courageous
Leadership styles & techniques	Encouraging	Emotional management	Greeting	Creative
Negotiations	Fair	Intercultural understanding	Hierarchy	Cultural awareness
Political knowledge	Hard working	Multi-shifter	High-context vs. Low-context	Curiosity
Technology (e.g. Communication tools)	Healthy	Organised	Personal space	Daring
	Humble	Polyglot (multilingual)	Power distance	Emotional intelligence
	Inspiring	Project management	Religion	Empathic
	Moral	Public speaking	Tradition	Empowering
	Motivated	Stress resistance		Flexibility
	Open-minded	Structured		Feedback skills
	Perseverant	Synthesising		Good listener
	Persistent	Team builder & manager		Improvement
	Positive	Time management		Improvisation skills
	Proactive	Training & Facilitation skills		Inclusive
	Realistic			Innovative

	Reliable/ Accountable			Inspiring
	Respectful			Knowledge of methods
	Self-aware			Knowledge of the different learning styles
	Trustworthy			Language (clarity and fluency in English)
	Visionary			Motivated
				Motivating
				Open for failure
				Organised
				Passionate
				Personal style
				Planning skills
				Positive
				Reliable
				Resilient
				Technology
				Time management
				Training planning skills

From the first three columns from the left, the participants chose the 5 competencies they perceive they have developed. Following the group data analysis, the individual answering sheets were also transcribed into an Excel sheet. The competencies gathered were ordered from the highest perceived development to the lowest. This was done to see the perception about the degree of development. In case there were multiple answers on the same competency, their average was calculated. The following chapter will introduce the findings from the data.

From the data, it is visible that one respondent misunderstood the justification and description part and did not define a single competency but rather the big topics such as “skills and abilities” or “knowledge” in general. Another participant misunderstood the development question to discuss development needs, rather than development that has already happened. Lastly, one respondent answered the same values to both boxes (Level prior to Eduk8 and Current level) on all the five answers. It can mean that the respondent does not feel they have develop in Eduk8 at all or that they have misunderstood the given

assignment. This is seen as that the respondent perceived their development stemming from Eduk8 non-existent.

## 7. FINDINGS

This chapter illuminates the major findings from the data. Firstly, the competencies that the respondents perceived to have developed will be shown. Secondly, the correlations between the development and other factors will be discussed. Thirdly, the interviews will be opened and the findings from them are illustrated. Lastly, general findings will be illuminated and discussed.

### 7.1 Developed competencies

The perceived development was measured on a 1-7 Likert-scale, and the perceived development was calculated by deducting the level prior joining Eduk8 from the current level. On the competencies where there were many answers, the average development was calculated. The Table 7.1. combines all the answers how the respondents perceived they had developed within the project. It shows them in the order of which individual competency received the highest “development value average”. In the table, the left column represents the frequency of the answers and the furthest right represents the average of perceived development. This chapter will introduce the answers and connect the answers to the existing literature when possible. Firstly, this chapter introduces the competencies that received the highest **individual** points for development. Then, it will continue in order from highest individual scores to lowest to explain the justifications and answers.

**Table 7.1.** Perceived development of competencies

<b>f</b>	<b>Competency</b>	<b>Perceived development</b>
1	Project management	4
2	Reliability/Accountability	3
3	Training & Facilitation skills (& methods and tricks in facilitation)	3
1	Attentive	3
1	Assertiveness	3
1	Self-reflection skills	3
1	Feedback skills	3



3	Teambuilding	2,666666667
11	Self-awareness	2,5
2	Curiosity/ Willingness to learn	2,5
2	Awareness of current issues	2,5
2	Leadership competence	2,5
5	Adaptability & flexibility	2,4
4	Empathy	2,5
3	Emotional intelligence	2,333333333
3	Non-verbal communication & Body language	2,333333333
5	Intercultural understanding & Intercultural knowledge & Cultural understanding	2,2
7	Public speaking	2
3	Active listening & good listener	2
2	Language skills	2
2	Visionary	2
2	Being open for failure	2
2	Approachable	2
2	Time management	2
2	Awareness of different learners & Knowledge of people	2
1	Knowledge of group dynamics	2
1	Confidence	2
1	Empowering others	2
1	Positivity	2
3	Knowledge of training and workshop methods	1,666666667
3	Conflict management	1,666666667
6	Creativity	1,583333333
5	Clear communication	1,5
2	Open-minded	1,5
1	Knowledge of resources	1,5
3	Stress resistance & stress resilience	1
1	Diplomatic	1
1	Proactivity	1

1	Networking	1
1	Inclusiveness	1
1	Resilient	1
1	Charisma	1
1	Improv skills	1
1	Realistic	1
1	Continuous development	1
1	Problem solving	1
4	Organised & Structured	0,5
2	Motivating	0,5
1	Respect	0,5

### 7.1.1 5-point development

Firstly, the strongest development (5-points) were perceived to be on three competencies, which are Self-awareness, Training & Facilitation skills and Curiosity/Willingness to learn. Self-awareness also ranked the highest for the amount of answers with 11 respondents.

According to the literature, self-awareness was described as the degree of leaders' awareness of their strengths and weaknesses in interpersonal skills, their philosophies and values, their past experiences as developmental events and of the impact their values have in their relationships with others (Bird et al. 2010). And Jokinen (2005) stated self-awareness to be one of the key competencies that lead to global leadership effectiveness. The respondents describe self-awareness similarly:

*“The ability to assess and understand myself, my needs, my skills and so on. The ability to assess and correctly handle the situation and/or keep in that in mind. Especially the self awareness is super important, to understand who you are, where you come from and where you're going, so that you have an aim. Also, awareness in general is an important and good skill.”*

*“Knowing who you are and who you want to become, what your limits are, what you can do as a person to continuously improve. Within the project and through the journey as well as in other trainings I was able to discover more myself and my limits, my limiting beliefs and my opportunities to become who I am and who I want to be.”*

Also, some respondents clearly indicate that it they started to self-reflect thanks to Eduk8: *“Before Eduk8 I wasn't really reflecting on myself and my motivation.”* Also, one of the dimensions of the Trainer checklist is self-awareness as a broader topic, which is given great attention. The respondents had broad views on self-awareness and self-reflection:

*“I never reflected on myself, my characteristics, strengths and weaknesses. Eduk8 helped me to understand myself better and be aware of my capabilities.”*

*“Self-awareness for me is that I am aware of my actions, the way I speak and also my reactions in specific situations. A lot depends on self-reflection and that's what I've learned at Eduk8 Starter.”*

Quite naturally, the facilitation and training skills were perceived to have developed during the project involvement. As the project is about becoming a trainer and developing facilitation skills, this competency is understandably perceived to be developed highly. This competence is not mentioned in the literature of global leadership.

*“To design and lead through a process that gets the group from A to B easier, based on given conditions. I got tools, space for frequent practice ad reflection.”*

*“The knowledge to design and deliver a WS in a particular topic. Eduk8 not only taught me the techniques but also gave me the platform to practice everything I've learned, from designing a WS to training and facilitation techniques.”*

As these competencies are not directly discussed in the literature they cannot be compared to anything concrete from the literature. The effect of these competencies on global leadership can be only speculated, and therefore it is left out of this thesis.

Curiosity and willingness to learn was also one of the competencies that was perceived to have develop greatly. Curiosity and willingness to learn are highly associated with Bird et al. (2010) definition of perception management, which has a dimension of leaders' natural interests towards other cultures. Also, dimensions of perception management, inquisitiveness and cosmopolitanism, are characterised by curiosity and interest in other cultures and people.

*“– from intellectually lazy to curious and always wanting to learn about new topics.”*

*“Passionate to learn and find out about a broad variety of topics. Characteristics are not necessarily empowered through NFE but are more a state of mind.”*

As seen from the respondents, the curiosity and willingness to learn is not strictly restricted to cultural and global aspects. The respondents talk about topics in general, and the other answer emphasises the factor that curiosity and the will to learn are more of a state of mind.

#### 7.1.2 4-point development

The respondents rated their development on eight different competencies to be on a 4-point level, first of them being self-awareness. The seven remaining ones are Intercultural understanding (Intercultural knowledge & Cultural understanding), Emotional Intelligence, Teambuilding, Non-verbal communication and body language, Awareness of current issues, Project management and Reliability/Accountability.

Firstly, Intercultural understanding is closely affected by perception management dimension and related to its competencies. Non-judgementalness referred to withholding from judgement of unfamiliar cultures and situations (Bird et al. 2010). This in turn might increase the effort to understand cultural differences and similarities. Also, inquisitiveness and cosmopolitanism, which can be simplified to curiosity and understanding of other cultures, are close to the intercultural understanding dimension. In addition, the core competence of global leadership, global mind-set, is strongly linked to Intercultural understanding, Intercultural knowledge and Cultural understanding competences.

*“The understanding of different cultures will grow whenever being in contact with people from different nations. In ESN we meet people from all around the world but in a multicultural learning environment such as in Eduk8 brought intercultural learning and understanding to a different level.”*

*“Being a minority in my country I believed I had a sense and experience of what intercultural understanding meant. Knowing that I probably had a greater experience of intercultural learning and communication, Eduk8 provided me with more structured and methodological way of reflecting and identifying mine and other's cultural differences and providing me with the tools to facilitate this experience in others.”*

*“Understanding and managing differences because of culture. In ESN you work on daily basis with international groups. Eduk8 didn't add anything to this skill.”*

As seen from the first three answers, the development in Intercultural understanding can start prior to joining Eduk8 project. The effect that Eduk8 has on the competency can be disputed.

*“Before Eduk8 I had already started knowing different cultures, but I was still judging. Eduk8 has given my maturity to learn more things about cultures and understand there is no culture better than the other, just different.”*

The last response also touches the topic of ethnocentrism, which was described earlier in this thesis to be a person’s conception of her own culture so that it is superior to other cultures. The last respondent clearly indicates the development towards a lowered level of ethnocentrism.

Second competency, which was perceived to have been developed strongly was Emotional intelligence. Global leadership development chapter introduced similar competence that is a desired outcome of a global leadership program (George 2012).

*“The ability to understand ones reactions/actions to certain situations and knowing how to respond in consequence. Eduk8 trainings are quite an emotion-filled journeys that shape and boost the way you react to people's feelings and actions.”*

Thirdly, teambuilding skills was rated to have developed by three respondents by an average of 2,67-points. The respondents all discuss about the delivery and helping the team come together. The literature review did not introduce such competence, and the need for teambuilding skills is left out from this thesis.

*“Before Eduk8 I was familiar with teambuilding practices, but through Eduk8 I learned how to carry them out successfully. It is not just about knowing the methods but there is much more to it, and I am still adding learning experiences.”*

*“I think I had already before the ability and necessary characteristics to be a good team builder. Thanks to Eduk8 I have also more knowledge of the topic and I have gained skills and methodologies that are needed in practice to help the team to come together.”*

Fourth competency that the respondents perceived they had developed was non-verbal communication and body language. As a competency, it was not mentioned in the literature, but as it is a part of overall communication, the need for such skills is evident.

*“Before Eduk8, I was not aware of my body language and non-verbal communication in general. The different trainings helped me to understand body language and to use it as a way of communication.”*

*“Thanks to the feedback I have gotten of my non-verbal communication when delivering workshops, I have learned to pay attention to how my body language can be perceived by others and how to change it according to situation.”*

*“Before Eduk8 I was not even aware about which body language I was using. Now I understand the importance of body language and even adapt it the different situations. And even use it to influence the energy level of people.”*

Fifth, Awareness of current issues was answered by two respondents with an average of 2,5. The descriptions are close to existing literature on global leadership development chapters knowledge of international business issues, which was introduced as one of the eight developmental dimensions that global leadership development programs set out to achieve.

*“Know-how is important when you want to be a leader. It's not only what's going on in your specific field which matters. The know-how of a leader always contains what's going on around – in the media, in the world etc. Come up with interesting articles and the attention of the members is all yours.”*

The second respondent focuses more on the how Eduk8 has helped to learn more about current issues: *“The more people I interact with the more I know about the world's different realities. Since Eduk8 is a very international community as well, I have learned a lot about the issues in each country.”*

Sixth, one respondent perceived their development to be significant (4-points) on project management. The respondent did not define the competency, but in the answer the organisation and structuring skills are mentioned. Also, the chapter introducing Competing Values model includes project management competence to be one of the desired skills of a leader/manager in certain situations (Belasen & Frank 2008).

*“Within my studies I never got in touch with project management. After Eduk8 I started using the basic concepts of project management for the implementation of themed lesson planning. So I basically used the organisation and structural skills I gained through project management.”*

Lastly, Reliability/Accountability was perceived to have develop with an average of 3-points. The literature review does not introduce either of the terms as such, and therefore the link between the literature and the answers cannot be drawn.

*“Consciously taking responsibility for own actions and decisions, bearing all the outcomes. Stepping into Eduk8 I'd have to follow trainer culture that requires just that.”*

*“Being trustworthy and performing consistently. Before Eduk8 I was already a responsible and organised person, but having worked together with co-trainers and mentors and having*

*participants' learning depending on me has taught me the importance of being reliable and deliver what you promise. Especially as this can really impair your reputation as a trainer."*

### 7.1.3 3-point development

Awareness of different learners & Knowledge of people were answered by two respondents. The literature on Competing Values Model also describes Knowledge of people as one the leaders' competencies. The respondents justified their answers:

*"As a trainer you have to know that you might receive participants with different backgrounds, beliefs, cultures and ways of working. As a leader that's also very important as it gives you a perspective on different learning styles and working methods related to culture."*

*"Visual, auditive and kinesthetic: Learning about this made me realise how important it is to adapt workshops and even simple speeches to the different types of learners. Knowing this, I now pay attention to the methodologies I choose and make sure I have one for each."*

Public speaking, granted, is a competency well needed for leadership and management positions. Although the theories and competencies found in the literature do not directly point out public speaking, it can be associated with self-confidence and extroversion, for example. Seven respondents stated that their competencies in public speaking had developed during their participation in Eduk8. The perceived development average was 2-points, the highest being 3 and the lowest 1.

*"Speaking in front of a group with confidence and full control of your body language and full attention of your group is an important skill. I practiced 12 of theater before joining Eduk8 and I still believe that I gained more skills in how to use my voice as a tool to lead a group into different emotions and energy levels. I also learned how to construct my explanations better."*

*"To stand front a group and communicate towards it. Eduk8 provided and challenged into opportunities of frequent speaking in front of the group."*

Creativity, a competency that had six respondents, had answers ranging from 0,5-points to 3-points development. The average from the six was 1,583. Creativity in the literature was mentioned in the Competing Values model also.

*"Eduk8 has forced me to be more creative since a lot of the planning work that we do requires creativity. I have also learned different methods to boost my creativity and how to get started in creative processes."*

*“Before Eduk8 I was creative in some fields, like problem solving or idea generation. Eduk8 has helped me develop creative skills in different areas using different techniques, but there is still a long way to go.”*

Adaptability & flexibility got 5 answers with an average of 2,4-points. These competencies have been widely discussed in the literature, for example by Bird et al. (2010). Also, Situational leadership theory includes adapting as one of the major tasks of leaders, more precisely adapting to the followers’ needs.

*“Adaptability and flexibility is key to be able to develop and challenge oneself to different scenarios. It sparks creativity and a more solution-driven attitude. Through Eduk8 I’ve been able to train these skills better.”*

*“Being able to adapt to various situations immediately and being able to work effectively. Not everything goes as planned and having this characteristic to adapt and be flexible is important. I find it very important to be able to be flexible and adaptable to the various occasions that happen in my life, work and volunteering experience. If you’re not flexible you cannot improve as a person.”*

*“Being able to adapt and deal with ambiguities more, welcoming unexpected situations. Developed through dealing with a lot of ambiguity during AT [Autumn Training] Vienna, which expanded my horizons and taught me how to accept certain things.”*

*“Eduk8 taught me a lot about the importance of adapting your approach based on participant needs.”*

Clear communication, was answered by five respondents with points ranging from 0,5 points to 3 points. Thus, there was a wide spread in the perceptions. The average development was 1,5 points. In the literature, Situational leadership, CVM theory and Global leadership development programs highlighted the importance of clear communication skills.

*“I started to structure my thoughts more clearly and think about how to explain difficult concepts to other people in a clear way, before speaking.”*

*“Clear communication is always connected to culture, but together with respect, awareness and open mind, it helps for a more fruitful communication.”*

Empathy, a competence that was introduced in the Global leadership chapter got four answers with an average of 2,5-points for development. One of the respondents described empathy as: *“Ability to understand the participants on an emotional level.”* Other respondents also discussed intercultural understanding and about placing oneself in the participants’ place.



*“I wasn't trying to understand other people's motives. I was very judgemental and not open-minded even if I thought I was. I developed intercultural understanding and am now less inclined to put people in boxes. But it still isn't perfect.”*

*“Ability to put yourself in someone else's shoes. Delivering sessions has a huge component of trying to imagine or predict your participant's feelings. Therefore, doing this repeatedly, increased my level of empathy for others at all times.”*

Active listening also got three answers, with the lowest points being one and the highest 3 points. The average of all answers was 2 points. Active listening was not mentioned directly in the literature reviewed for this thesis, but it was described as a part of Gregersen et al.'s (2008) definition of emotional connection where the leader truly pays attention and listens to her followers.

*“The ability to listen to someone and be able to draw the most important facts and information from it. Also, to be able to rephrase it in a clear and concise way. Eduk8 puts you in such situations all the time.”*

*“Even though before Eduk8 I already enjoyed listening to people, I many times lost focus and attention. With Eduk8 I learned to appreciate how important is to listen to people at every moment because you never know when you are going to learn something new. I always aim to practice active listening at all times.”*

*“I have always been a better listener than a speaker. However, through Eduk8 I got the tools of structuring my active listening, knowing how to better identify emotions and underlying contexts.”*

Following the direction of the previous competence, approachability included listening skills according to one respondent. Being approachable or approachability also received two answers, with an average of 2 points. There was not mention in the literature review of this competence directly.

*“Being attentive, outgoing, a good listener and someone people feel comfortable around.”*

*“Eduk8 taught me a lot about how I can still keep being approachable despite naturally not being so, due to the hierarchy and my position.”*

Conflict management was also perceived to have developed in the respondents' Eduk8 journey. It received three answers, with an average of 1,667 points. Conflict management was not mentioned in the literature review of this thesis directly. The respondents described their development:

*“I have always regarded myself as a mediator, I try to find the best solutions for problems and for conflicts. Eduk8 has however given me tools of how to better structure a conflict management process, it has given me an understanding of the different stages of conflict management and the importance of those, that it's not only about rushing towards a solution. Also, I've gained a better understanding of the intercultural dimension of conflicts.”*

*“Capability of management of conflicts, how to face them, how to recognise them, how to deal with the conflict itself and how to solve it. I've learned that there are different ways of manage the conflict, in particular regarding the attitude people have when they are in a conflict.”*

Language skills were also perceived to have develop by two respondents, with an average 2-points. Language skills were not mentioned in the literature review of this thesis. The Global Leadership Development chapter introduced methods the companies seek to develop their leaders and it mentioned the use of language courses as one of the didactic learning opportunities. One respondent described language as tool to *“address the followers or participants on their level”*. The other respondent described why Eduk8 has developed their language skills: *“Interacting in a multi-cultural environment push you to improve your languages skills to be able to communicate.”*

Leadership competence received two answers also, scoring an average of 2,5-point development. The literature does not discuss this competence as a skill. On the contrary, leadership is the overarching theme of the whole literature review and all the competencies described are included in the theme. The respondents described leadership competence as follows:

*“Through my different years of ESN I managed to expand and implement my knowledge and experience of leadership. How a leader should be, its traits and characteristics. Realising and continuously working on them is something I keep on doing to improve and learn more about being a global leader. The leader we all want to be, the one we dream about late at night.”*

*“To make a change (for others or self). I observed more experienced trainers bringing change to their trainees. I had space to experiment myself. I got opportunities to learn how to do so, in and out of ESN. Eduk8 also often worked with my attitudes.”*

Attentiveness also was perceived to have develop in Eduk8 by one respondent, who viewed the development to be 3-points high. The literature review did not describe attentiveness.

*“I wasn't really paying attention to meta-level of activities or trainings (in ESN or at Uni) and let myself go with the flow. I am now trying to pay more attention to that, to analyse more, to see the purpose behind things.”*

Assertiveness was not either introduced in the literature review chapters. It received one answer, who perceived to have experienced 3-point development. The respondent describes how the competence had developed: *“The different trainings helped me become more self-confident and assertive in general.”* Confidence, as mentioned by the respondent, was introduced in the literature by Bird et al. (2010).

One respondent described how Eduk8 had develop their self-reflection skills with a 3-point development. Self-reflection was introduced by Competing Values model, the global leadership literature chapter and by the global leadership development literature as a competence strongly related to self-awareness.

*“Before Eduk8 I was hardly ever taking time to stop to think how I feel about things and why do I feel so. Now I can analyse my reactions and feelings better and more conscious of the things behind them. I can also learn a lot more thanks to this skill.”*

Feedback skills also got one answer with a perceived 3-point development. In this thesis, the literature review does not discuss the competence. The respondent describes feedback skills as follows: *“I’m an over thinker and over analyser whenever I do something, I’ll weight all the pros and cons, consequences and results. I used to self-reflect but not as much as I do now because of Eduk8. You’re taught to reflect on your actions, your learnings and that itself, is a learning experience. More than that, I realised that you don’t always receive the feedback you expected and 1) that’s okay, 2) you have to be able to work or build up on what you’re given. As I usually feedback myself before receiving feedback from others, I learned that I have to know how to accept other people’s feedback and how to make it work.”*

#### 7.1.4 2-point development

As Eduk8 is a project that aims to prepare its participants to design and deliver trainings, the knowledge of training and workshop methods were perceived to have develop by three respondents. The average perception of the degree of development was 1,667 points. The literature review on leadership did not describe such competence, neither if there any relevance of such skills to leadership.

*“I had certain level of knowledge in training of people/employees. During Eduk8 Starter, I’ve learned the principle behind processes/methods used for training and its different styles. Still, I need to take it into practice to enhance my level.”*

*“With Eduk8 I learned about different methodologies and about the right moment to use them. Relevant in situations also outside of the training environment.”*

Stress resistance & stress resilience was perceived to have developed by four people with an average of 1,25 points. One respondent describes the competence as the: *“Ability to keep your normal levels of thinking and performance even in stressful situations.”* The literature review chapters discuss the need of the global leader to have non-stress tendency and stress management skills.

Some respondents think that it is ESN that has accounted in the development of stress resistance competence, rather than their involvement with Eduk8. *“Being able to handle pressure and unexpected situations. – Eduk8 didn't add anything to this skill.”* Also, the respondents discuss the origin of the stress to come from organising events or from facing unexpected situations.

Having vision and being visionary was selected by 2 respondents, who perceived their development to be worthy of 2 points. The CVM theory also illustrated the same competence. The respondents describe the competence and their development:

*“I did not really reflect about my goals and aims in life before Eduk8. Since I started to self-reflect, I have clearer ideas about my future and visions, but at the same time I am more confused. Eduk8 helps me to develop a clear vision for myself.”*

*“Being aware of it [vision] is important to pursue a goal and motivate a team. Eduk8 helped me establish visions and share its importance. (Also for my personal development).”*

Being open for failure was also selected by two respondents, who perceived their average development to be at 2 points. The literature chapters do not introduce this competence, so the link between the competence and leadership is subject to debate. The respondents relate failure and making mistakes to learning.

*“I have always wanted to do things perfectly, and at times I have rather not done something due to the fear of failure. With Eduk8 I have been able to see how much I can learn from my failures. I'm still not super open to it but I have improved a lot.”*

*“Before Eduk8 I was more strict about myself, and consequently about others. With the project I learned that it is ok to fail and that every experience counts for the learning process. From the perspective of learning by doing, both failure and success are important.”*

Being open-minded received points from two respondents with average perceived development of 1,5 points. One respondent defines it as *“Knowledge and acceptance of*

*the others.*” And justifies the source of development to be coming “*through working with a lot of different people (in Eduk8).*” The other respondent relates open-mindedness to respect of others and lowered levels of ethnocentrism. The literature defines openness as one of the desired outcomes of global leadership training programs.

Time management was answered by two respondents, but one answer disqualified due to misunderstanding of the task and describing developmental needs rather than how they had developed in the past. The literature does not include time management as a competence in this thesis. The other respondent talked about time management:

*“I believe a leader should be aware of time and be able to manage it – With Eduk8 and as a trainer I realised that you have to be very strict with the way you manage and use your time. For instance, before being a trainer I'd leave everything for the last minute and wouldn't consider unpredictable factors. When you're a trainer, you have to know that if you're given 1 hour, you can only plan your workshop for around 40 minutes and those have to be efficient and effective. That has helped me a lot.”*

Knowledge of group dynamics was answered by one respondent, who perceived their at 2-points. In the literature, there is no direct link to this competence. The respondent said: *“Learning how to facilitate a group for a training leads you to learn about group dynamics. Especially during seasonal training [spring or autumn]!”*

Positivity was also perceived to have developed by one respondent. by two points Positivity in the literature has been part of optimism (Bird et al. 2010), and as the respondent describes positivity as attitudinal and behavioural (being kind) this thesis treats the positivity and optimism closely related.

*“Keeping a positive attitude and approach to those around you. My favourite quote is: "If you work hard and you are kind, amazing things will happen." I have found this to be especially true when you work with people in such close proximity as delivering training to them. Everything becomes easier if you are kind and positive towards your pax [participants]. And doing this in trainings has extrapolated to doing it in life in general.”*

Confidence and Empowering others were also perceived to have developed during Eduk8 lifecycle by two points. Both respondents failed to provide a description and justification for their answer. Leadership literature introduced self-confidence and empowerment skills as desired global leadership skills.

#### 7.1.5 1-point development

Being organised and structured was selected by four respondents to have developed on an average of 0,5-points. The highest individual score being 1 and the lowest being 0. The development is low, and the current level of knowledge is 4,25 points, which is in the low-end of perceived competences. The literature review did not illustrate being organised or being structured competences.

*“I've always been very organised but at Eduk8 I've learned/re-realised how important a good and precise preparation is.”*

*“Structured - that there is a reason why I'm doing what I'm doing, not always have to be logical, but that there still is a system/ a thought behind it. If you're not structured, you're doing things just more randomly, and won't achieve your goal/aim as easily or with more difficulties.”*

Knowledge of resources was perceived to have develop 1,5-points by one respondent. As the respondent defines it: *“I'm more aware of what I can look for and which sources to consult.”* The definition is partly belonging to Organisational and Business Acumen, defined by Gregersen et al. (1998), but also to Resource optimisation, which was defined by the CVM theory.

Diplomatic was also answered by one respondent. The development was perceived to be worthy of one point and it was justified with: *“I want to come to an outcome. As a lot of positions are involved, compromises as well as clearing misunderstandings are necessary. Eduk8 & ESN supported me with lots of conflicts.”* The respondent includes ESN also in the answer, and makes no clear distinction from where they have learned the competency. The existing literature used in this thesis did not discuss such competence.

Also, proactivity was answered by one participant, and perceived to have developed by one point. It was justified and defined with: *“Initiative. Stop playing the victim and take responsibility.”* The respondent does not define taking responsibility of what, as it can be taking responsibility of one's own life or in general taking more responsibilities. The literature in this thesis did not introduce such competence either.

Networking was perceived to have develop also by one respondent by one point. It was described as: *“Creating relations with new people, especially from other cultures. Sharing knowledge with them and taking best practices from them. This basis of which Eduk8 operates is on interaction amongst different young people from different cultures and backgrounds. It gives the best platform for networking and also follow-up on the network you've created for yourself.”* The existing leadership literature also mentions the

importance of networking skills for a global leader and the chapter on global leadership development programs illustrates the need of professional contacts worldwide as a desired competence of a global leader.

Inclusiveness was answered and described by one respondent as: *“Eduk8 is also giving me tools to learn how I can ensure to include everyone in a learning process.”* Inclusiveness was mentioned in the literature as a dimension of perception management and it was stated that leaders cognitively include more people based on the similarities in them.

One respondent also perceived they had become more resilient *“My resilience has definitely grown by working in so many settings, countries and groups.”* Resilience, also defined as emotional strength, has been discussed to enable the leaders to cope with demanding cross-cultural situations. The respondent’s justification and the theory seem to go hand in hand.

Charisma, as answered and defined by one respondent as: *“Being understandable, clear, convincing, and self-confident in communication. Through having a similar role to a public speaker in a training setting, I have been able to reorganise my thoughts and perform better.”* There is no straight mention of charisma in the leadership literature chosen for this thesis.

Improvisation skills was perceived to have develop also by one respondent, who describes its importance: *“Improvisation is essential to deal with audiences and unexpected situations. With Eduk8 I just started learning about this, but I can already see its importance.”* The existing literature does not discuss the skill, or at least not with the same name.

Being realistic was also perceived to have developed in Eduk8 by one respondent. It was justified with: *“When writing training session outlines (TSO's) you have to be realistic in your goals, time management, your abilities and your participants' needs etc.”* This links to the literature to Gregersen et al. (1998) definition of organisational and business savvy and also to the Self-management cluster defined by Bird et al. (2010).

Continuous development was answered by one participant without a definition, but they justified why: *“I feel I have made a step forward in my personal development by joining*

*Eduk8.*” Without the definition, it is impossible to attach this to any of the competencies found in the literature.

Also, one respondent perceived their problem-solving skills had developed in Eduk8 by one point. They defined and justified it as: *“Ability to look past the problem and focus on solutions. I was always quite solution-oriented but dealing with unexpected situations in training has increased this skill on, I believe.”* The literature review does not discuss a similar competence.

Motivating skills were perceived to have developed by two respondents with an average of 0,5 points. The skill and its importance was defined by one respondent: *“As a leader you have to convince your people that the way you are leading them is the right one. Motivation is an emotion that makes you want to do something. It is also affecting others, so it's an important tool.”* Motivating skills are highly related to empowering competences defined in the literature review chapters.

## 7.2 Development perceptions

The findings from the numeric data are discussed and analysed in this part. The respondents were asked about their involvement with the project Eduk8 and with the organisation ESN. They were also asked to estimate how many hours they had delivered workshops or trainings in general. In the table below, the average development by each pool is visible. As it is visible, the highest perceived development is in the most advanced group (Trainers) and the lowest in the Eduk8er pool, which is the first step in becoming a trainer for the project.

**Table 7.2.** Averages by pool.

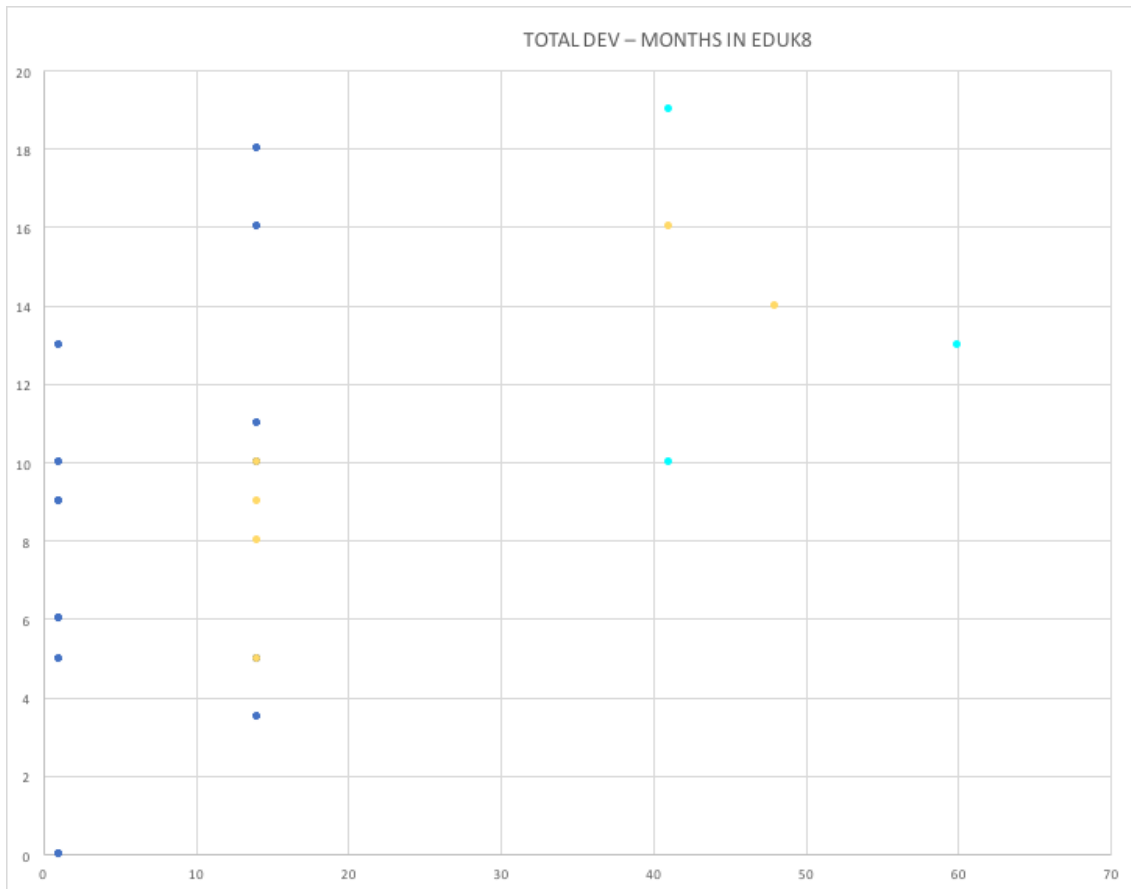
<b>Pool in Eduk8</b>	<b>Years in ESN</b>	<b>Months in Eduk8</b>	<b>Delivered WS's and trainings (hours)</b>	<b>Perceived development</b>
Eduk8er	3,063	6,688	16,821	7,906
Facilitator	5,167	24,167	63,50	10,333
Trainer	5,667	47,333	350,667	14,00
All respondents	3,88	15,76	72,544	9,22



Eduk8er averages were the lowest on all measured meters. They had been the least in ESN, they had the least involvement with the project and the least delivered workshops and trainings by hour. Also, their perceived development average was the lowest. The results are not surprising as the Eduk8er pool is the first step of the journey, and due to the short involvement with the project, the delivered workshop hours are also low. The respondents in this pool represented people who have been in the Eduk8er pool for 1 month to 14. Also, the involvement in ESN ranged from 1,25 years to 6 years. The respondent with the 6 years of experience also had longer involvement with the project and perceived their development higher than the average of the group.

The Facilitators pool followed the same pattern and all the averages were below Trainer's pools averages. Even though the both pools average of years in ESN were close to being the same, there was a significant difference in involvement in Eduk8, hours of delivered workshops and trainings and in the perceived development. The Facilitators pool's involvement in the Eduk8 project ranged from 48 to 14 months and involvement in ESN from 7,5 years to 2,5 years, whereas the Trainers' project involvement ranged from 41 months to 60 months, and their experience with ESN varied between 4,5 years to 6,5 years. The biggest difference between the two pools is that the Trainer pool's members had all given more than 250 hours of delivery, while the Facilitator pool's highest amount for delivery hours was at 150.

There is no clear trend or rule for hours of workshop delivery and development. All the respondents who have given more than 100 hours of workshop or training delivery perceived their development 10 or higher, but not everyone who perceives their development over 10 has delivered for more than 10 hours.

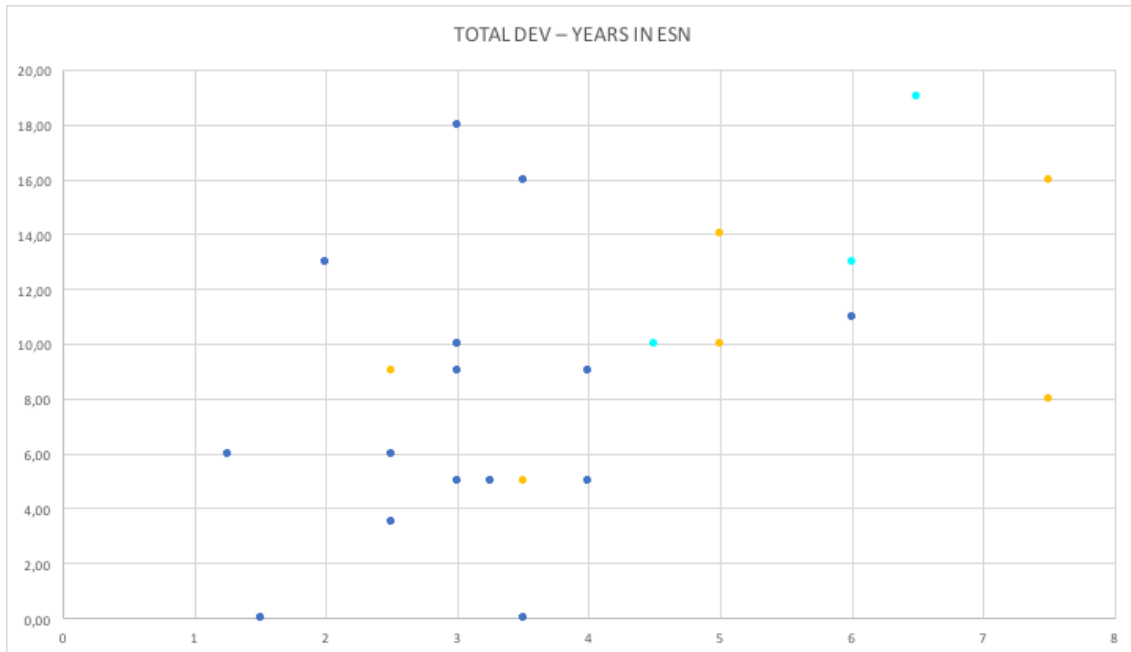


**Figure 7.1.** Total development and months in Eduk8.

In the figure above the total development and the months in Eduk8 are portrayed. Total development is on the y-axis and the x-axis illustrates the months each respondent has been involved with Eduk8. The involvement durations are concentrated on certain values, 1 month, 14 months and 41 months. Outside of those durations, one respondent had been involved 48 months with the project and one 60 months. The perceived development varies between the groupings of people, and the trend indicates that a longer involvement with the project leads to a higher perceived development.

From this figure, it is impossible to say to which pool the respondent belong to. The blue dots mark for Eduk8er, yellows for Facilitator and the Cyan for Trainers. According to the data, all the people who have been involved for a period of one month are Eduk8ers. The 14-month cluster consists of 7 Eduk8ers and 4 Facilitators. And the last cluster of 40 months and above consists of two Facilitators and three Trainers. The first clusters (one month of involvement) average perception score is 6,44 points of development. The

second clusters (14 months) average is 9,14 points and the last cluster averages at 14,40-points.



**Figure 7.2.** Total development and years in ESN.

The total development the years in ESN are examined in the figure 7.2. The development is on the y-axis and the years in ESN are illustrated on the x-axis. The pools are again indicated in colour: blue for Eduk8ers, yellow for Facilitators and cyan for Trainers. The longest experience was possessed by two respondents, who had been in ESN for 7,5 years. The shortest experience with ESN was 1,25 years. The data indicates that the perceived development increases the more the respondent has experienced in ESN, but the trend is not the same for everyone. As seen from the figure, the person with the highest perception of development does not have the longest involvement with the project and the person with the lowest score did not have the shortest involvement either.

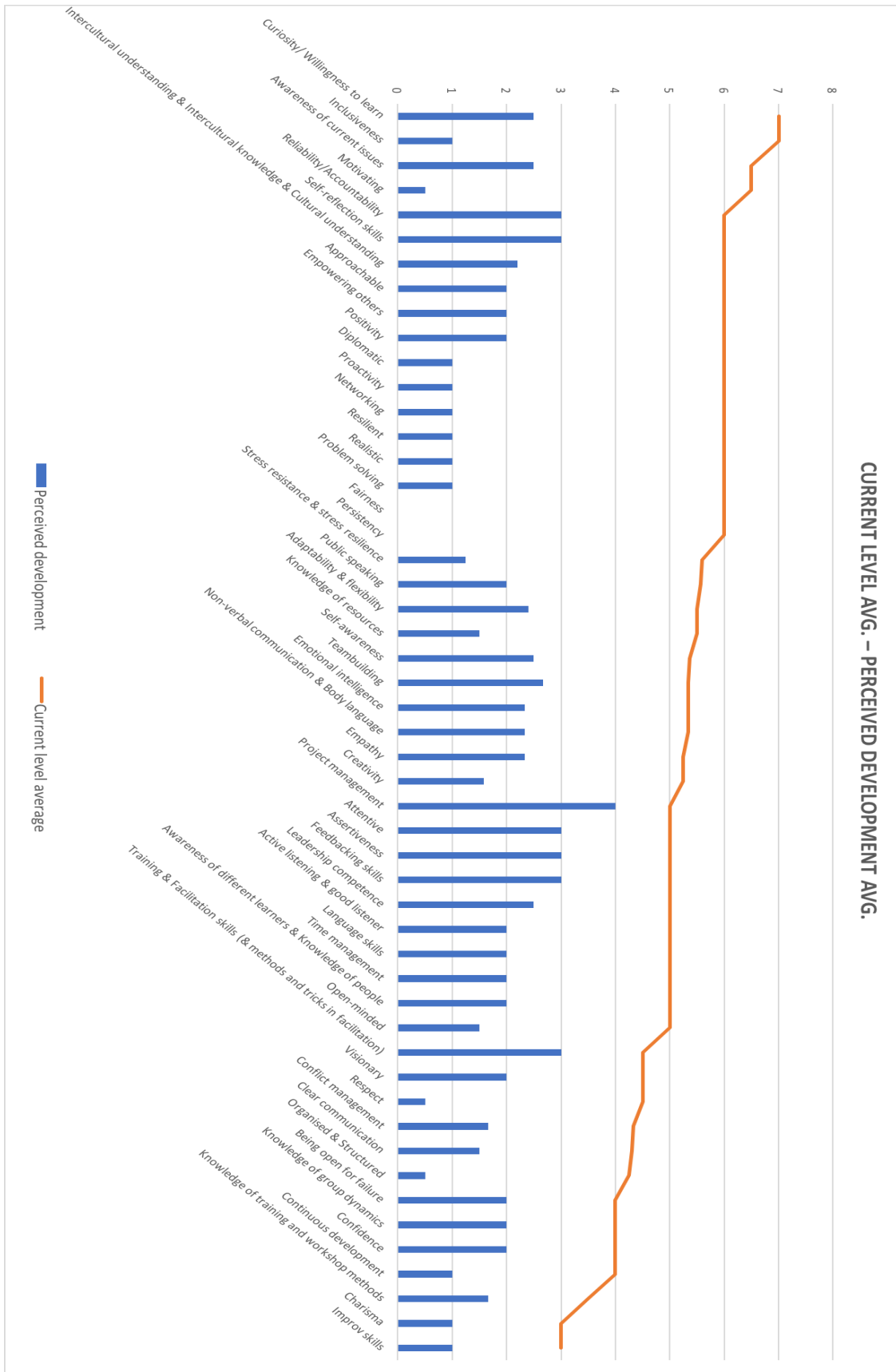


Figure 7.3. Perceived development avg. and current level avg.

The figure 7.3. illustrates the current average level of a competency with a line and the pillars represent the perceived development averages of such competencies. The highest level of a competency is 7, and the lowest is 0. The perceived current level of all competencies is 3-points or above, even with some competencies which the respondents had perceived to have not develop at all.

Current level was perceived strong (above 6-points) on curiosity/ willingness to learn, inclusiveness, awareness of current issues and on motivating competencies. The inclusiveness and motivating competencies were perceived to have develop only by one or less points, which means that the level prior joining Eduk8 was already well developed.

Between 6 and over 5 points were 23 competencies, two of which the respondents perceived not to have developed at all, which indicates that the respondents perceive they had a high competence in the two. These two are fairness and persistency, and they both had one respondent on each. The respondent who answered fairness said: *“Treat people equally. I consider myself as fair and strive towards becoming more fair by being aware of the trainers role and characteristics.”* The respondent for persistency answered: *“Not giving up in difficult situations and when it takes a lot of effort and time. Characteristics are not necessarily empowered through NFE. I've gotten more persistency through my involvement in ESN throughout the years when I was in challenging situations.”* The respondent sees that this competency has not develop within Eduk8, but rather with being involved with ESN.

### 7.3 Findings from the interviews

As described earlier, three one-to-one interviews were made over Skype with representatives of each pool of Eduk8. The interviews were conducted after the initial data gathering in Brussels to gather more in-depth information on respondents' perceptions on their development and Eduk8's role in this process. The interviews consisted of five questions (See Appendix 3). The following section will introduce the key findings from the interviews. To protect the identity of the respondents, the pools will be left out. The people will be cited as Respondent 1 (R1), Respondent 2 (R2) and Respondent 3 (R3) from here on.

#### 7.3.1 A good leader

The interviewees were asked to provide a definition of a good leader in their own words to get into the right mind-set for the interview. As the topic of this thesis is global leadership, the respondents were not asked to define managers. This question is important for the analysis of the later questions as this gives a reference to the respondents' perception of good leadership and their competencies.

R1 described a good leader as someone who has a good overview of their team and its members, by knowing their competencies, strengths and weaknesses. That leader is someone who can use this knowledge to the team's advantage, to get the best out of the team and simultaneously keeping the team members happy. So, the leader makes sure everyone is productive and happy. According to R1, a good leader can also take hard decision and remain fair. In addition, a good leader is always responsible for the team, even sometimes when it is not their fault.

R2 described a list of characteristics of a leader, who knows how to listen and discuss and to conclude and take actions from there. The leader knows how to include everyone and how to be open for others. The described leader also needs to be human and admit when they did something wrong. R2 also stated that a good leader leads by example and is there for their group they are leading.

R2 also included the intercultural leadership to the definition by stating that a good leader is aware of different cultures and their customs and traditions. So, a good leader considers that other people come from different backgrounds and places where things are done differently.

Lastly, R3 defined a good leader to be someone who people are willing to follow. R3 also described a good leader as someone who has an overview, as someone who can motivate people they work with, as someone who is not afraid to act on their own to show example.

### 7.3.2 Competency development

The second section of the interview aimed to gain more insight the perceptions of the respondents on how and why the 5 competencies they stated in Brussels had developed in Eduk8. The individual competencies will not be defined here, but the ways of how the respondents perceive they have developed are discussed.

Interacting with various people has developed the understanding of others, open-mindedness, respect and empathy according to the respondents. R3 stated that: *“I can relate to people more because I’ve got to know so many different personalities in Eduk8 – it is a possibility to get to know people deeper and on a whole different level.”* Similarly, R2 thinks a lot of the development in the training event is due to the atmosphere where people can open up to each other and share things that you might not share if it was not for the safe environment.

Designing and planning workshops and trainings was also mentioned by the respondents as a factor that has developed them on many aspects. For instance, they stated that designing trainings and sessions has increased their development in empathy, enhancing their development in becoming more structured and in advanced communication skills. R2 told that the practice of making training session outlines (TSO’s) has given more structure and clarity to their life. R2 also says that planning and delivering trainings develop communication skills because the trainer needs to be able to give the information in as brief as possible, but with full information.

R1 states that while designing a training the trainers really needs to put themselves in the shoes of the participants and think of how they might perceive things. R1 continues that also delivering sessions develops the trainer in terms of empathy as the trainer needs to actively place themselves in the participants’ position.

Delivering sessions also develops many aspects according to the respondents. Charisma, problem-solving, positivity, flexibility and stress resistance were all perceived to have developed by the respondents. R3 links charisma development to being confident and able to present oneself better, and claims it has developed through practice, in other words delivering workshops and trainings. R3 clarifies: *“Charisma means that you’re able to voice your opinions and thoughts and instructions, and whatever that is needed, clearly and to make it count and to make it heard.”*. Also, R1 associated delivering trainings to being positive giving a brief justification: *“Being a trainer makes me happier – in the training room your stress and frustrations and whatever is happening in your life should not translate into the content. So you kind of learn how to perform being more positive and happier, but by performing so you also become it [happier and more positive].”*

Delivering sessions was characterised sometimes to consist of uncertainty, unplanned courses of actions and different conditions both physically and mentally. Thus, certain competencies are developed according to the respondents. Firstly, R3 discusses how

flexibility develops due to the restricted time and dynamic environments. *“This is what I get. And this is what I work with.”*, R3 said during the interview as a way to verbalise flexibility. Secondly, problem-solving was perceived to have developed by R1 through situations where the trainer is faced with a lot of unplanned courses of actions, and the trainers should not just solve the issue for themselves but also think of their co-trainers and participants. Thirdly, R1 also perceived their stress resistance to have been developed through delivering trainings, where the trainer is exposed to various weather conditions, lack of sleep and unexpected turns of events, which all result in higher tolerance of stress.

Participating in Eduk8 trainings (seasonal and training for trainers) as a participant was also perceived to have developmental benefits. R3 states that the knowledge and awareness of certain aspects of oneself are enough to start the development process. R2 also says: *“ – at the end of an activity or at the end of an workshop you need to have some sort of a reflection. Because through reflection, we become aware of things and we can develop and build up.”* Thus, R2 argues that self-awareness and awareness in general develop through participating in Eduk8 events and reflecting upon the experiences.

Self-awareness and awareness in general develops also when a trainer gives and designs a training or a workshop due to the reflective nature of the process. R2 states that the trainers need to ask themselves *“Am I able to do this for them?”* and *“Do I have the sufficient knowledge?”* in order to deliver what is asked by the people who “order” the trainings.

### 7.3.3 Eduk8, leadership and management

The third question was aimed at extracting the perceptions of the interviewees about the relationship between leadership and management with the role of an Eduk8 pool member. R1 stated that *“I really believe that the trainer qualities and leader qualities are really so overlapped in many ways – as a trainer you’re somewhat a leader in a group. You are responsible for a group of people as well.”*

According to the respondents, in terms of leadership and management, members of the Eduk8 pools need to be the ones showing and leading with good example. R2 said that if the trainer wishes the participants to be on time, the trainer should always be on time also. R3 also stated that a trainer is supposed to give good example and to guide people through different situations and mediate between different participants if there are any problems.



R2 also argues that a trainer should always come prepared with a TSO and knowledge of the topic, during the delivery the trainer should listen to everyone and include everyone to create an atmosphere for sharing and learning. R2 continues stating that a trainer should listen to the people and establish common ground, and ultimately lead the participants towards a goal. R1 also discusses the leadership role of the trainer when it comes to leading a group of people. Trainers should learn their groups strengths and weaknesses to tailor the sessions to meet the needs of the participants.

R1 states that the nature of working with different people from various backgrounds also develop the trainers' competencies. R1 thinks that the different people and groups will *"make you a good leader because then you know how to deal with very different types of people, different ages, and different cultures etc."*

R3 discussed about the role of an Eduk8 pool member as a manager to dictate what the participants do. R3 stated that *"You are in charge of the time, you have planned everything so you are telling them what to do and when."*

Managerially speaking, R2 claims that a trainer needs to manage their own time, structure and preparation. They also need to give participants guidelines and rules to work by, delegate tasks and supervise activities, which R2 also sees as a managerial task. R1 also discussed the importance of planning of the sessions in relation to managerial work.

R1 also notes that a trainer needs to manage their time both prior, during and after a training, so time management skills are extremely crucial. Also, R1 points out that a lot of the collaboration is done by working online, which is *"super relevant quality nowadays for an intercultural leader."*

#### 7.3.4 Personal development as a leader and manager

All respondents agreed that they had developed as managers and leaders after their initial involvement with Eduk8. R3 thanks Eduk8 for developing certain skills to manage their new workplace, which is *"very creative and open space, where you have to be able to be charismatic and be open-minded. – if it wasn't for Eduk8 I wouldn't be able to succeed there."* R3 also continues describing that the job of a team leader at the workplace is *"almost like leading a workshop"*.

R2 also thinks that in theory the participants learn about management and leadership indirectly, but the practical development is low during the training. R2 thinks there was not any immediate difference in their leadership or management competencies immediately. *“It actually took couple of months to half a year before some thoughts actually got to settle in and start working, like process behind with self-awareness.”* The other respondents did not mention the time or place of development.

R3 stated that Eduk8 helps to develop leadership because in the trainings you learn to manage and facilitate people and you deal with a lot of people. R3 continues that as a Eduk8 pool member *“you sort of know how to coordinate things better and how to take more control. I think maybe just being a participant in Eduk8 doesn’t necessarily give you the leadership skills, but actually going into facilitating helps a lot more. – I think in Eduk8 you need to be more a leader than a boss or a manager.”*

R1 claims that Eduk8 can develop a person towards management and leadership in many ways but only with the active pursue. R1 stated: *“Eduk8 has so many [opportunities], it’s very self-directed learning, it’s very self-reflective, it teaches people how to develop themselves by themselves, not to expect development.”* Also, R3 stated that development starts from being aware of certain things to have the willingness to change it.

R1 also thinks that Eduk8 and its mentoring process develops a certain aptitude to view feedback as a tool for growth, and not as something negative. According to R1 this is a really valuable leadership and management skill and attitude towards feedback. R3 also mentions that giving trainings or workshops with a mentor present are *“unique safe experiences where you’re given such detailed feedback.”*

R1 perceives to have developed a lot through Eduk8 in terms of changing orientation from tasks and results to processes. *“I think before joining Eduk8 I was more concerned about the task. – Once I started getting to know Eduk8 I started much more care about the process and not about the results. – Eduk8 cares a lot about the process because learning outcomes come through the process.”*

#### 7.4 General findings

This section of the chapter illustrates findings that the thesis did not set out to search. These are findings that may not be relevant for the analysis or the pursue of answering

the research question, but they are noteworthy and can have an indirect correlation to the results.

The professions of the respondents were also asked on the answering sheet, but it was not a relevant information for the thesis. But as the data was filtered and organised, a pattern emerged. Out of the 16 Eduk8er respondents 12 were students or PhD students, and the remaining four were working. From the 6 facilitators, none was a student and all were working. Also, none from the Trainers was a student either.

Another finding from the occupation aspect was that the respondents in the working life perceived their development stronger than the students. The students' development average is 8,38-points whereas the non-students' average was 10-points. Also, the student respondents have an average age of 24,75 years and the non-students' average age is 26,69.

Age did not have a straight correlation with the perceived development. The perceived development did not grow linearly in comparison with age, and a conclusion can be drawn that age does not correlate to the development of the global leaders. On the other hand, experience in ESN and in Eduk8 do have a correlation to the perceived global leadership development.

## 8. DISCUSSION

This chapter will combine all the chapters from before and discuss the similarities and differences in the chapters. The relevant findings are portrayed in contrast to the theories. Firstly, the overview of the theories and the similarities in them are discussed. Secondly, the development perceptions and the role of Eduk8 in developing them is examined. Thirdly, additional topics and ideas are portrayed and discussed.

### 8.1 Overview

First and foremost, Mendenhall et al. (2012) claimed that successful leadership is usually a group effort, which means that the leadership can be shared among a team or an organisation. This is helpful when revisiting the theories of Situational Leadership and the CVM to understand that one leader does not need to be able to balance between all the tasks and roles and to possess all of the competencies. At the moment, global leadership development programs are looking for an ability of a leader to change leadership style according to situation, which is directly linked to the theory of Situational leadership and also to the theory of Competing Values. Equipping the team or company with multiple people who has such competencies to balance between the behaviours and values would lead to successful leadership.

Situational Leadership brings three behaviours of a leader to discussion: 1) diagnosing 2) adapting and 3) communicating. The existing literature on global leadership also stated the importance of adaptability, flexibility and (cross-cultural) communication skills. Diagnosing is understanding the situations, and the global leadership literature discusses the importance of business and organisational savvy and interpersonal skills. Similar theme was visible from the answering sheets and from the interviews. Also, the respondents discussed the importance of empathy in terms of understanding the participants' situations, adaptability and flexibility in various situations and of clear communication skills.

In addition, Situational Leadership described four different leadership behaviours: directive, supportive, coaching and delegating. The leaders need to balance between the behaviours according to the needs of the followers and the situations. Interviewees noted

that a Eduk8 pool member also has managerial and leader behaviours, which are close to ones that the Situational Leadership Theory suggests. This indicates that the trainers practice such skills while designing, delivering and evaluating trainings and workshops.

Bird et al. (2010) defined interpersonal engagement to indicate the willingness and desire of the leaders to interact with people from different cultures. This dimension is present in Eduk8 at all times, as the participants are international volunteers. That may be one of the reasons why such competence did not surface too much in the data, as it is “mundane” for the respondents.

The literature review outlined the importance of self-awareness for a global leader. Knowing her strengths and weaknesses, the leader can adjust her time and efforts to lead and manage in the most effective way. This thesis sees self-awareness to include a high level of self-reflection, which was the competency that got the most responses and the perceived development was also higher than average. In addition, Eduk8 competence checklist also has a self-reflection requirement and the trainings actively seek to develop such skills. Interviewees also stated the amount and depth of development on self-reflection and self-awareness. Thus, it is safe to assume that Eduk8 does develop such competence.

## 8.2 Development

Caligiuri (2006) theorises that from the global leadership competencies, knowledge is easiest to develop, followed by skills and abilities. The personality characteristics are perceived as the most difficult to develop and to change. Interestingly, the data implies that the longer you are involved with the project and the longer you have been to ESN, the more you perceive you have developed. Despite a few exceptions, this seems to be the pattern according to the respondents. It is quite natural and logical, but it is close to impossible to judge where the development stems from. The origin of the development is thus hard to define as each respondent has a different perception. Also, this thesis did not distinguish which competencies are personality characteristics, skills and which are

The findings suggest that the amount you have given workshops and trainings does not equal stronger development, not at least straight forward. The longer career within Eduk8 and ESN had more significant and clear connections to the perceived development within the respondents. On the other hand, the average development perceived by the

respondents increases with the amount of attended or facilitated trainings and with the length of involvement with the project Eduk8. This can indicate that the task maturity of the trainers has developed, and they perceive their development stronger opposed to those who are new in the project.

Also, the psychological maturity explained in Situational Leadership theory can affect the way people perceive their development. Student respondents perceived their development lesser than the respondents who are already in the working life. This might be since the students do not have a reference from the working life with which they could see how they have developed and how Eduk8 has developed their leadership skills. It can be that Eduk8 has no direct impact on studying, but more on the working in a group and interpersonal skills.

According to the interviewees, Eduk8's different events and tasks the participants, trainers and co-trainers need to fulfil develop the Eduk8 pool members. First mentioned developmental activity is interacting with various people with very different backgrounds in both scenarios, as being a participant or giving a training. Secondly, designing and delivering trainings were mentioned in multiple occasions to have developed the interviewees competencies on different aspects. The writing of the training session outlines, thinking how the participants could see differently, guiding and leading the participants in a workshop, instructing the participants for upcoming tasks, standing in front of people and facing unexpected situations characterised by ambiguity are all examples of what the trainers experience in the process from planning to delivering a workshop. Needless to say, all of such phenomena require different competencies.

### 8.3 Other topics

All of the competencies were perceived to be on a level above 3-points out of 7 (see figure 7.3.), which could indicate that the respondents perceive they possess a high level in the chosen competencies. This thesis does not examine whether or not the current levels are realistic or comparable outside of this case, but it shows that the respondents feel confidence and strongly about their current level of competencies.

The interviewees linked Eduk8 to leadership and management on many aspects. Firstly, both leaders and trainers should lead by example. Literature discussed ethical behaviour, which can be directly linked to the previous. Secondly, the respondents discussed how

the leaders and trainers should know their teams' people, and their strengths and weaknesses. In the literature, knowledge of people, empathy, interpersonal engagement and many other competencies can be linked to this dimension of leadership. Thirdly, the interviewees discussed how the trainers work with diverse people with different backgrounds and cultures. In the leadership literature, diversity management, cultural sensitivity and intercultural competencies are great examples of this dimension.

The interviewees also compared managers and trainers, and found similarities. They stated that managers and trainers both plan the tasks and instruct the members of a group to accomplish the tasks. The respondents named some competencies that are important for a trainer, which were being structured, delegate tasks, supervise activities, collaborate (especially online). The respondents also discussed the importance of time management, before, during and after the training or workshop. The Situational Leadership theory and the CVM also portrayed similar competencies.

## 9. CONCLUSIONS

The contribution of this thesis is twofold. Firstly, the results might show that companies should pay more attention on the activities in non-work related organisations when they are hiring young talents. or deciding on international roles for them. Especially in the case of training and development, the companies can benefit greatly from the people who are already one step ahead in global leadership development compared to others. Secondly, the case organisation receives information on how they develop their trainers in the project and how the participants perceive their personal development. Thus, the case organisation can show the value of their work.

### 9.1 Implications

Chapter 4 introduced global leadership development and discussed the growing need for such programs. There is a growing need for more and more competent global leaders possessing various competencies. The results of the study showed that the participants perceive they have developed in the project and that they have developed in the same direction as the companies are looking for in their managers and leaders. Thus, the participants of the project can be perceived to have developed as global leaders, or at least in the direction of becoming global leaders.

The abovementioned finding means that at least the participants of the case project could save time and money from the companies that hire them in terms of training and development needs in global leadership. The role of non-work related cross-cultural experiences in developing global leadership competencies is then visible and clear.

### 9.2 Limitations

This thesis faced multiple limiting forces throughout the process. The hinders can be classified into two major categories: theory-related limitations and methodological limitations. The limitations were noted and taken into account when making the research.

#### 9.2.1 Theory-related limitations



Firstly, Competing Values Model as well as the Situational Leadership theory date long back, and the competencies and roles of a leader described back then might have changed drastically by now. Thus, it is important to remind ourselves that the theories were used to give an understanding of what the global leader deals with in her work and which factors affect the outcome of her work and not to define a black and white truth of what is a leader and what does she do.

Another limitation for this thesis is the focus on training and volunteering industry. Thus, industry bias is an important factor, which should be considered while reading the results of this thesis. Firstly, the theories are based on researches and theories made in multiple industries. Different industries might have different views on leadership and competencies. Also, the respondents of the workshop and interviews represent various industries. On the other hand, training and volunteering industry binds the respondents together, which might affect their understanding of a great global leader and the definitions of different competencies. Thus, the answers can be seen to have been influenced by the trainer and volunteering industry, but also by various other industries due to the study and work orientations of the respondents.

Similar to industry bias, this thesis is limited by geographical boundaries, European values, Western research, and European respondents. All these factors limit the applicability and generalisability of this study to stay within the borders of Western cultures, more precisely in the European Union. The use of global leadership term could be changed to Western leadership in this thesis. Especially due to the lack of non-Western resources, this thesis scope is not global.

Lastly, the lack of relevant and specific literature served as a small limitation throughout the thesis project. The researcher used as relevant as possible resources and combined theories to create a clearer image for the thesis.

### 9.2.2 Methodological limitations

This thesis was conducted as a hybrid-study, combining qualitative and quantitative, deductive and inductive, group and individual work and various data gathering methods. Thus, the methodological limitations are strong and visible. The following paragraphs illuminate the major limitations and hinders of this research.

The first great methodological limitation is the individuality of the respondents. Firstly, the method of grading one's perception of their development is very different for everyone, and leads to a spread of answers. Secondly, the starting level of the competencies is different for each respondent which leads to uneven grades for the development. Some respondents might have a better image of themselves and their capabilities whereas the others think less of themselves. Thirdly, each individual respondent has their own reality of what the competencies mean and how they portray them. Thus, measuring the development as a researcher in a cross-sectional study is a limitation.

Second major method-related limitation is the language of the study. The chosen language for the study is English and all the interviews and data gatherings were done in English. Only one of the respondents comes from a country where English is native language, and the rest represent other European languages. This might lead to misunderstandings and the respondents might be thinking of the same competencies, but describing them differently or as they translate from their native languages. The language issue extends broader than just national languages as the respondents represent different industries with different terminologies. This thesis represents the business studies and uses terminology familiar from the previous studies, whereas some participants represent engineering or psychology studies, which might use different terminology to define the same phenomena and competencies.

Third methodological limitation of the data gathering involves the practical execution in Brussels. Firstly, the timing for the session is Sunday morning, after a night of celebration, at the end of the event. Sleep deprivation and lack of interest might reduce the number of reliable and valid respondents. Secondly, the group work part of the workshop can limit the reliability and validity of the study as the group should come up with content together, and not individually, which might lead to outcomes from only a few participants within a group. Thirdly, time limitation is a restricting dimension for the data gathering. As the session only has 90 minutes, the slower writers and readers can struggle to give quality answers.

Fourth methodological limitation arises from the one-on-one interviews conducted after the data gathering in Brussels. First of all, the interviews are conducted via Skype, which takes away the genuine human interaction and the threat of poor connection is present. Secondly, the interviewees are in close relation with the researcher as they are his colleagues, this might result in leaving out certain information as it is known well by both

parties, but is maybe not as familiar to someone who has not gone through the same experiences.

In addition, use of a case study limits the generalisability of the study. The case study method enables the researcher to get in-depth information about a specific phenomenon in each context. The generalisability decreases due to the use of interviews to gather data as it only portrays the opinions and feelings of the interviewees.

Another methodological limitation is the issue of showing exactly where the development comes from. Especially in the case project, the development can arise from multiple directions and it can be a combination of countless facets. Also, the participants of the project have international and intercultural environments in their daily life due to ESN, which might influence the development of their competencies even prior to joining Eduk8. For example, the time spent in ESN, the months having been involved with Eduk8, the status of employment and occupation, trainings attended and delivered and the mood of the respondent can all influence the answers and the perceived development. The data suggested that on average, an Eduk8 community member had been in ESN for 2,57 years prior joining Eduk8 lifecycle.

In addition, the responses are all perceptions that each respondent judges for themselves. Perceptions are hard to quantify, and they are individual. This leads to the fact that the study is not possible to repeat with similar results, even with the same respondents because their perceptions might have changed or they might be influenced by external factors both for better and for worse.

Theoretically speaking, a perfect global leader does not exist as the perceptions of what is a great leader are individual, and everyone perceives leadership through their own eyes. Thus, perfect leadership is always context specific and different leadership competencies are utilised at specific times, with different approaches. In other words, great leadership depends on the situation, different values and needs of the subordinates and teammates, and of the competencies portrayed by the leaders.

Noteworthy is that everyone has their own perception of the situation, everyone has their own values and needs, and every individual has their own perception on how they need and want to be led. Thus, the recipe for great and effective global leadership competencies will stay as a myth, and the researcher judges it to be impossible to be defined due to the individualistic perceptions and dynamic world we live in.

### 9.3 Future research

As mentioned earlier, this thesis is based on Western theories and research. This is an interesting direction to take for the future research. In order to define global leadership throughout, more trait and competence-based leadership researches should be conducted outside the Western world.

Repeat the study in Eduk8, but also in different organisations that provide trainings for trainers to test the assumption that non-work related cross-cultural experiences do develop global leadership competencies. This would confirm the role of non-work related experiences in the development of global or western leadership competencies.

The findings of the research introduced many training-related competencies, which were not mentioned in the literature review. Future research could approach leadership development from such angle. This thesis did not set out to define whether different training-related skills affect leadership and leadership development.

Measuring the role of non-work related cross-cultural experiences in developing global leadership competencies in the eyes of the companies would be a natural continuation of this study. This thesis only focused on one perception, which was the participants', and left out the perception of the employing companies.

## 10. RESOURCES

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## 11. APPENDIX

### Appendix 1. Training session outline for Brussels.

<b>ESN Eduk8 2017 WORKSHOP SESSION OUTLINE</b>			
<b>Title of session:</b>	Eduk8 and leadership development		
<b>Preparation by:</b>	Kalle A. Lepola	<b>Feedbacked by:</b>	
<b>Number of pax:</b>	25	<b>Time allocation:</b>	90'
<b>Session Objectives:</b>	After the session <ul style="list-style-type: none"> <li>- Participants:               <ul style="list-style-type: none"> <li>o Will have a broader understanding of how they have developed during their Eduk8 life</li> <li>o Understand the concept of global leadership</li> <li>o Understand how to use a workshop setting as a data collection method</li> </ul> </li> <li>- The researcher:               <ul style="list-style-type: none"> <li>o Will have data for his Master's thesis</li> </ul> </li> </ul>		
<b>Preparation</b>	Draw Maria on three flipcharts, guidelines in the appendix Draw a suitcase on separate flipchart Draw Eduk8 logo on one flipchart Print out the answering sheets One flipchart with the abbreviation KSAO with its definition		
<b>Material</b>	<b>Amount</b>	<b>Details</b>	
Flipcharts	10		
Markers		At least 5 different colours	
Tape	1 roll		
Pens	40		
Printouts (Answering sheets)	50	Document attached	

Time	Real Time	Activity	Materials needed	Learning Goals
5'		<p><b>Introduction</b></p> <p>The trainer introduces himself and the context of the workshop:</p> <p><i>"Dear leaders of tomorrow, I'm honoured to stand in front of you today to deliver this session for you. Before we commence, I'd like to take a few minutes to explain how this WS will proceed, and why it is so very important for me that you all give your 110%.</i></p> <p><i>So, I'm writing my Master's thesis, about our beautiful project Eduk8 and its relationship to global leadership development. I'm using this WS as a method to gather my data and to use that data as the source of my empirical chapters. As you see, we are a huge group of people and I am only one facilitating this. That's why it is very crucial that we all respect each other's time, space and voice.</i></p> <p><i>But why did I choose Eduk8 out of all projects, to answer that we should go back about exactly a year when I was sitting in a classroom listening to the professor preach about Global Leadership Development Programs. I listened well, and thought to myself: "Hold on, I've seen this somewhere." Suddenly, I saw the light, I've gone through something similar! Thus, I seek to test an existing hypothesis from the theories of leadership development about non-work related cross-cultural experiences in developing global leadership competencies.</i></p> <p>During these following 80' or so, we will:</p> <ul style="list-style-type: none"> <li>- Define global leadership</li> <li>- Work on the knowledge, skills, abilities, personality characteristics and other additional competencies of great global leaders (KSAOs)</li> <li>- I have asked a special guest to join us today also (my method to gather input)</li> <li>- Self-reflect our own development during Eduk8</li> </ul> <p><i>I hope you are as excited as I am, and once again I'd like to highlight that this means a lot to pick your precious brains for my Thesis!"</i></p>		
<p>Link to following activity: Participants understand the flow of the WS and they know</p>				

<i>the importance of their input.</i>			
5' (10')	<p><b>Defining global leadership</b></p> <p>The trainer defines global leadership with a definition from his thesis:</p> <p><i>"This thesis defines global leaders as the managers, ranging from middle to senior level, who are managing and/or leading stakeholders across national borders. Expatriates and flex-patriates working abroad, top-level executives of multinational firms, and local firms' top and middle managers are all perceived as global leaders when they deal in transnational environments."</i></p> <p>The trainer asks for additions and if someone wants to rephrase it. The trainer then draws a stickman on the board</p>	1 Flipchart	<i>Pax to comprehend what global leadership means in this context</i>
<i>Link to following activity: Now that we've created shared understanding of what we're talking about we can move on to discussing the KSAOs needed for such roles.</i>			
5' (15')	<p><b>Explaining the brainstorming activity</b></p> <p><i>"I promised you would meet my dear friend today. She's one of the most inspiring global leaders I've ever seen. Folks, meet Maria, the perfect leader."</i></p> <p>Trainer introduces Maria, a character drawn on three separate flipcharts. She represents the perfect global leader one can think of. She also has a suitcase. Trainer also introduces an additional flipchart with Eduk8 logo on it.</p> <p>Maria is consisted:</p> <ul style="list-style-type: none"> <li>• Knowledge (head)</li> <li>• Personality characteristics (torso)</li> </ul>	5 Flipcharts	<i>Pax to understand the activity</i>

	<ul style="list-style-type: none"> <li>• Skills &amp; abilities (legs)</li> <li>• And a suitcase to represent the culturally contingent leadership traits.</li> </ul> <p>Additional flipchart with the Eduk8 logo to represent the KSAO's the participants perceive important and crucial for the perfect trainer to possess.</p> <p><i>"Your job is to give Maria the KSAOs you think she should have as the perfect global leader. Every flipchart is a station, on which you will spend 6 minutes per group. After 6 minutes one of your team members takes the flipchart to the next group, rotating clockwise. The flipchart with the Eduk8 logo represents the KSAO's you perceive important and crucial for the perfect trainer to possess.</i></p> <p><i>Questions? Someone explain the activity, please."</i></p>	
<p><i>Link to following activity: Now we know what the activity entails, and all we need is the content. First, let's make the groups.</i></p>		
5' (20')	<p><b>Grouping for the next activity</b></p> <p>There are 35 participants → 5 groups of 7 people</p> <ul style="list-style-type: none"> <li>- Trainers in one group</li> <li>- Facilitators in one group</li> <li>- Eduk8ers in three remaining groups</li> </ul>	
<p><i>Link to following activity: Groups are ready and able to start the work</i></p>		
40' (60')	<p><b>Brainstorming the global leadership knowledge, skills, abilities, personality characteristics and other competencies (KSAOs)</b></p>	Markers (5 different colours)

	<p>5 groups – 5 working stations – each group has their own marker with their own colour to write their input in.</p> <p>6 minutes per station + 1 minute to change means that this part will approximately take 35 minutes.</p> <p>Remaining 5' to put Maria back together</p>	
<p><i>Link to following activity: Now Maria is visible for everyone and we can start self-assessments.</i></p>		
2' (62')	<p><b>Explaining the next activity</b></p> <p><i>“Next we will take some time alone to study the KSAOs we just came up with for the perfect leader. This time, your task is to choose five of them. You will evaluate your capability of the given KSAO prior to Eduk8 and your capability now, today. You are also asked to give your definition for the KSAO and if possible give an example of your own development, and how you have noticed it”</i></p>	<p>50 answering sheets</p> <p><i>Participants to understand the next activity.</i></p>
<p><i>Link to following activity: Now we know what to do next.</i></p>		
18' (80')	<p>Self-reflection (on the pre-made sheets)</p> <ul style="list-style-type: none"> <li>• The trainer needs to be able to read the answering sheets later, so write accordingly</li> <li>• Trust your intuition, so write the first ones that you feel the strongest about</li> </ul>	<p><i>Pax to assess their own development and to understand how they can formulate these KSAOs</i></p>
<p><i>Link to following activity:</i></p>		

<p>10' (90')</p>	<p><b>Closing (not related to the methodology anymore)</b></p> <p>Everyone comes back to their seats. The trainer debriefs the whole workshop with the participants with the following questions (with time restrictions in mind):</p> <ol style="list-style-type: none"> <li>1. What did we do today?             <ol style="list-style-type: none"> <li>a. How was it?</li> </ol> </li> <li>2. What did you learn from the topic WS?</li> <li>3. In terms of your development, did you learn anything today?</li> <li>4. Workshop as a methodology for thesis, yay or nay?             <ol style="list-style-type: none"> <li>a. How was that experience for you?</li> </ol> </li> <li>5. As trainers, what do you take out of this WS?             <ol style="list-style-type: none"> <li>a. Can the trainer competencies equal (global) leader competencies?</li> </ol> </li> </ol>	<p>1 Flipchart</p> <p><i>Pax to sum up and share their learning from the workshop.</i></p>
<p><b>DONE</b></p>		

## Appendix 2. Answering sheet for Brussels



### ANSWERING SHEET

Name:	Nationality:	Date:
Age:	Years in ESN:	Years in Eduk8:
Pool in Eduk8:	Occupation:	
Trainings attended in Eduk8 (both seasonal and T4T's and both delivering and participating):	Trainings attended outside of Eduk8 (both delivering and participating):	Hours of WS delivery (approximately):
		Number of <b>international</b> projects you have been/ or currently are involved in (both in and outside of ESN):





Name of the KSAO	My level of it prior to Eduk8	My current level
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Define the KSAO and justify your answer:		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Define the KSAO and justify your answer:		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Define the KSAO and justify your answer:		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Define the KSAO and justify your answer:		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Define the KSAO and justify your answer:		

## Appendix 3. Skype interviews



### In-depth interviews

The interviews will be recorded with the consent of both parties.

Interviewee:

Location: Skype

Date and time:

Information from the answering sheets:

- Age:
- Profession:
- Months in Eduk8:
- Eduk8 Pool:
- Experience in ESN:

Interview topics

1. Please describe a good leader
  - a. Clarification questions
2. In Brussels, you said you had developed (read out list below), how and why do you think these competencies have develop (one by one)
  - a. Competence 1
  - b. Competence 2
  - c. Competence 3
  - d. Competence 4
  - e. Competence 5
3. What is the role of a/an **Eduk8er/ Facilitator/ Trainer** in terms of leadership and management? Please justify. Clarification questions
4. Do you think Eduk8 has prepared you towards leadership and management, in general?
5. If you compare the moment how you were before Eduk8 and then when you entered Eduk8 and now that your back in ESN activities, have you noticed difference?

