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GLOBALIZING LEADERSHIP CURRICULUM: A PRIORITY FOR THE DEVELOPMENT OF INTERNATIONAL LEADERS

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Gaining perspective on how to deliver leadership education can be a daunting task. This paper provides a specific, yet powerful perspective to consider when attempting to engage students and develop leaders within formal leadership education. Moreover, this paper reports the findings of one objective within a multi-objective study to describe perspectives of global leadership priorities and accompanying competencies based on respondent perceptions. Insight on the development of global curricula from a qualitative perspective is provided in an effort to maximize the development of students within formal leadership degree programs. Based on respondents' perceptions and the summary of the literature, it was determined that it is essential for leadership educators to develop global perspectives and skills to empower student success in postgraduate leadership positions. The importance of a global perspective in leadership situations was noted by respondents as providing an indelible link between preparation of successful leadership professionals and a globalized curriculum.

INTRODUCTION

Current organizational mega-trends point to the emergence of a value shift that governs our global society (Barrett, 2004). This value shift includes a renewed focus on social responsibility, stewardship, service, and member fulfillment. This shift calls for a new type of leadership which incorporates the ability to comprehend and facilitate opportunities and successes for members through creative means while balancing the interests of the organization, members, and society as a whole. Barrett further explains that competitive organizations will make nurturing innovation and productivity their top priority by transforming their corporate culture (2004).

Due to this trend, leadership and leadership education will become increasingly complex in the future. Educators within formal leadership degree programs will be forced to assess their curriculum and how they are preparing leaders. This process will be incredibly difficult considering the vast number of educators across academia attempting to prepare leaders and the variety of competencies needed to be an effective leader.

Thus, it is important to examine a cross-curricular sample of highly ranked institutions and programs in their individual fields. It is also imperative to evaluate and determine how well the programs' curriculum is equipped with the competencies necessary to address the new generation of leaders, organizational mega-trends, and an ever-changing society.

THEORETICAL FRAMEWORK

The influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). These paradigms are critical to the development of effective global leadership. Thus leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies. Currently in leadership education, there is an emerging priority to discuss the importance of global perspectives, but there has only been a superficial examination of how educators can teach and empower global leadership within learners. DiStefano and Maznevski assert that global managers are expected to master an ever-expanding range of knowledge and skills, and educators are faced with the daunting task of preparing these managers to be as effective as possible (2003). Hence, the challenge exists to design and execute educational curricula to develop global leaders. Educators must combine multiple methods to effectively achieve this objective and develop global leaders (2003).

Leadership education and global leadership are analogous and as such, leadership educators will be forced to address global paradigms and develop competencies which can be enhanced within students to promote effective leadership for the future of ever dynamic societies. Bueno and Tubbs' (2004) identify six competencies which provide a foundation for successful global leadership. These competencies include communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity (2004). Given that leaders are continually challenged to use global perspectives, it is imperative that leadership educators provide learners with the tools to effectively develop these competencies in an increasingly global society.

Along with the previously identified competencies, Hofmeister and Parker assert that to achieve strategic and operational success within global business a synergistic balance needs to be achieved (2003). This synergistic balance is inclusive of attention to system dynamics to produce an environment worthy of value creation. This balance stems from the management of the competing tensions within the system and powerful forces of authority (2003). Hofmeister and Parker (2003) assert that internal regulators contribute to this balance when they are understood and systematically integrated into both short and long term decision making. Furthermore, it was noted that

inattention to the intricacies of interactive team dynamics and systems thinking can provide for the downfall of the organization (2003).

Cultural adaptability is critical to successful global leadership (Deal, Leslie, Dalton, & Ernst, 2003). Cultural adaptability is the motivation and ability to adapt one's behavior to the prevailing norms, values, beliefs, customs, and expectations that function as a societal level prototype in a given geographic location (2003). It was noted that managers with higher levels of cultural adaptability were more likely to be identified as high performers by their supervisors (2003). It was also indicated that skill as a leader in a global context is correlated with the ability to adapt one's leadership style to the situation at hand (2003). Deal, et al. (2003) also identified that those high in cultural adaptability are consistent with emotional elasticity and the inclination to achieve through hard work and dependability.

Effective global leadership can be complicated given that global team members must work together while being separated by space and time. Thus, understanding of and the ability to use global virtual teams becomes essential. Davis and Bryant (2003) assert that leadership and teamwork unfold over time and throughout the team's lifecycle. Thus, leadership action must be calibrated with stages in global virtual team development. Davis and Bryant (2003) maintain that during the early stages of global virtual team formation, transformational behaviors, including sharing a vision of the team's mission, are most important. By using individualized consideration, a tenet from Burn's idea of transformational leadership (1979), leaders can build trust (Davis & Bryant, 2003). They also noted that intellectual stimulation should encourage global virtual team members to become more open to the unique demands of working virtually, to learn from the experience, and to disseminate knowledge throughout the organization (2003). As the team matures, entering mid-stage development and attempting to complete and integrate its work assignment, transactional behaviors, such as monitoring and providing constructive feedback, become more relevant (2003). Finally, the team product is completed and delivered. When this process takes place the global virtual team should identify best practice methods, internalize them, and share them with other global virtual teams (2003). It was noted that a critical factor to the development of the global virtual team is a contingent reward in the form of positive feedback (2003). This positive feedback enhances the team's motivation to perform and grow through creation of a positive environment.

The need for a model of global leadership competencies and international perspective is further illustrated by Ling and Fang's leadership theory (2003). The Chinese Leadership Theory titled, the CMP Model of Leadership divides leadership into three different areas, Moral Character (C), Performance (P), and Maintenance (M) (Ling & Fang, 2003). This behavioral model intentionally focuses on the priority of moral purpose which is a key factor in Chinese Leadership Theory. Global leadership theory can also be

seen through Dastmalchian, Javidan, and Alam's (2001) examination of Iranian leadership theory. The Iranian view of leadership is one demonstrating a mental map, shares a new paradigm, has a global outlook, is enthusiastic about and dedicated to his or her vision, and is a credible communicator (Kotter, 1988; Tichy & Devanna, 1986). These findings also clarified that visionary leaders are highly respected by subordinates in this setting, and those leaders who performed the noted practices left strong emotional impacts on their followers and built a loyal workforce (Dastmalchian, et al., 2001).

PURPOSE OF THE STUDY

The purpose of this study was to outline necessary competencies for leadership positions, and examine the current activities and formal curriculum included in formal leadership degree programs. The contexts examined included a small privately endowed, highly selective, civically focused undergraduate leadership program, a privately endowed and highly recognized masters level public administration program, and a large state funded traditional undergraduate and graduate leadership program. This study also provided recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

RESEARCH DESIGN

This study used a qualitative research design in order to understand the inter-relationships of the events that impacted global leadership holistically. The research aimed at developing perspectives of global leadership priorities and accompanying competencies based on respondents' perceptions within each of the three cases.

SAMPLE AND POPULATION

A purposive sample was used to maximize the range of specific information that could be attained from and about the context (Patton, 1990). Respondents included the program coordinators of a small privately endowed, highly selective, civically focused undergraduate leadership program, a privately endowed and highly recognized masters level public administration program, and a large state funded traditional undergraduate and graduate leadership program. The programs were selected based on their reputation of excellence, faculty, and overall program experience. The gatekeepers of these programs provided perspectives of the leadership competencies that were identified and prioritized at highly ranked programs. They also identified curricula that were currently being addressed to aid in the preparation of leaders. Respondents also included three to five graduates from each of these highly ranked programs who were currently serving in a leadership capacity. These respondents provided perspectives of their academic programs, including their perceptions of the program's

effectiveness in preparing the graduates for leadership positions, and their perceptions of gaps in the curricula relating to necessary leadership competencies for success as a leader.

DATA COLLECTION

Data was collected using face to face interviews on campus allowing for an aesthetical perspective and immersion in the culture to develop a tacit feel for the program. Field notes were taken during these interviews and recorded to allow for confirmability. Phone interviews were used with the graduates of these programs and recorded using a tape recorder. These interviews were then transcribed to ensure for confirmability. All individuals interviewed were provided with consent forms prior to the interviews. Document analysis of curricula summaries and common degree plans provided further data confirmation and triangulation.

The competencies were examined from a constant comparative method (Glaser & Strauss, 1967), and included what graduates and program leaders felt were the competencies necessary for success after graduation in the leadership work force. This examination allowed for holistic snapshot of curriculum revision and enhancement that provided implications adding to the foundation and future of leadership education.

The cases were coded by the letters A, B, and C. The gatekeepers were coded as GK and then the letter correlating to their specific case. For instance, the gatekeeper from the first case would be identified by the coding GKA. The graduates were coded as G, with the letter of their corresponding case, and a number denoting which graduate respondent they were. The documents were also coded. The documents were coded as D, with the letter of their corresponding case, and a number denoting which document it was within the particular case.

The data collected through the two sets of interviews and an exhaustive content analysis of the three programs and their curricula was used to report the results as they allowed for the reporting of multiple realities and interactions within the case, which allowed for transferability to other cases that fit the description.

DATA ANALYSIS

Data was analyzed using the constant comparative method (Glaser & Strauss, 1967). In addition, "thick, rich description provides the foundation for qualitative analysis and reporting" (Patton, 2002, p. 437). The initial analysis of the data included reading and determining reoccurring themes throughout the data. After the initial analysis was completed, peer debriefing and member checks allowed for verification of data.

RESEARCH FINDINGS

Each of the cases was explored in an effort to become immersed in the data and provide the reader with rich description. Through immersion, the researcher was able to gain a more holistic understanding for the contexts allowing for emergent themes. The results of this immersion are described best using descriptive cases.

Case I

The program coordinator discussed the importance of a global curriculum in the development of students. "Global perspectives are incredibly important to students' ability to deal with international markets and establish international relationships" (GKA). "Global curriculum should be a priority in leadership degree programs" (GKA). The gatekeeper explained that the curriculum of the first Case is undergoing heavy revision to assist students in developing international perspectives.

> It is hard, because due to the retirement of faculty, we have lost the international component from our program. Unfortunately, this is a limitation of our program. However, I think that we recognize that and we are attempting to develop courses and research to address the lack of global curriculum within our program. (GKA)

The gatekeeper detailed a course which was formally taught for the program titled Global Leadership. The course was an honors course which addressed the development of perspectives through a variety of interactive exercises and projects. "I believe that we need to have a strong push to globalize our curriculum, such as developing an entry level international agriculture course. We are living in a global society and to be successful we must have global leaders" (GKA). The gatekeeper also identified that they are attempting to incorporate international activities into their coursework. In one course students are asked to become a Peruvian banana farmer to understand the complexities which exist when we attempt to answer international questions from an American paradigm. "The feedback that we get is powerful and students seem to gain a new respect for international differences" (GKA).

The graduates from the first Case further validated the research of Bueno and Tubbs by identifying that understanding international perspectives and the ability to operate successfully within global settings is critical to being a successful leader (GKA, GA1, GA2, GA3, GA4, & GA5). "Leadership is different in different cultures. It is important for leadership students to acknowledge the differences and understand diversity among and between cultures" (GA1).

> If students are not able to focus on the tenets of leadership and management in a culturally, politically, socially and demographically diverse environment, organizations lose their competitive edge. Students must be able to have a perspective on the integration of the functional areas of business, be it for profit or non-profit industries,

while maximizing the use of analytical skills and knowledge for leadership in this contemporary global business environment. (GA2)

"*Case I* is a culture of its own, but understanding the perspectives of other cultures is really important. In fact, I would say that it is absolutely necessary" (GA3). The following is a graduate's story explaining the difficulty in working with an international population after graduation.

I was lucky enough to be asked by the National 4-H to travel abroad to teach a seminar on leadership. I had planned to use many of the leadership activities which I had learned in Professional Development. I figured that since these activities were so effective when working with the students of Case I, it could possibly work with the international students I was working with. Unfortunately, this was not the case. The culture of the people I was working with assigns a negative connotation to the clover which 4-H uses on their materials and the word leadership. When we met with the supervisors from the country the day before the seminar, they informed us of the potential concern for our materials which were covered in the 4-H clovers and littered with the word leadership. They explained that in their country discussions of leadership are reserved for negative views of Communism or regarded as forced perspectives. Needless to say, we had an incredibly long night redoing our materials and redesigning our curriculum for our international audience. This was an eye-opening experience for me because it demonstrated the differences between working with cultures and the importance of understanding those differences prior to working with the people of that culture. (GA3)

"Global curricula enlighten students to the differences among people and cultures and provide them with perspective. Without perspectives, you cannot function" (GA3). The graduates were incredibly passionate about this area of the interview. They described with great feeling their desire to see this as a part of the leadership degree program curriculum in the future (GA1, GA2, GA3, GA4, & GA5).

In today's environment we are expected to be lifelong learners and the social and ethical responsibility of leaders toward all stakeholders in a diverse global workplace in fast growing. If we are not willing to prepare our students for this pace or pathway, do we really deserve the opportunity to teach them? (GA2)

Leadership is about empowering those who may not be able to empower themselves. To truly make

a difference as leaders we must globalize our education. If we fail to understand diversity, we will fail to assist anyone who is different than us. (GA5)

Among the gatekeeper and graduates, it was concluded that global leadership should be a priority. However, due to the passion and enthusiasm with which the respondents identified the need for a globalized curriculum, the mega-trend of increasing globalization within society, and the position of the literature on this topic, global leadership and international perspectives provide much more than an accent to enhance the current curriculum. They would provide a developmental foundation for curriculum.

Case II

The program coordinator of this case was highly supportive of developing global competencies for success in leadership roles.

Our website details a quote reading "advancing citizenship, scholarship, and leadership around the world". Although this quote is primarily used for marketing purposes for our school, those words identify the global nature and priority of our school and courses (GKB).

The program coordinator explained that many of the courses contain an "international focus" which assists in preparing students who either would like to work "over seas or with companies who have international dealings" (GKB). He explained that many of the students within the program develop international leadership skills because they are interested in working with "US Government Organizations or Non-Governmental Organizations which work in a global environment" (GKB). "They need global skills to be competitive in the work environment" (GKB).

One of the biggest reasons that they need to develop global leadership skills and competencies is fairly obvious in my opinion. Even if they are working domestically, there are so many domestic issues which flow or merge into international issues. Security is a good example. You cannot say that you are interested in Homeland Security and yet say, "I am not interested in foreign policy". It just does not make any sense. That also goes for the local level. For local government you may be interested in economic development, you would have to be interested international trade or at least know something about considering international trade. (GKB)

There is also a lecture series to assist in the development of international perspectives at the school. The Global Policies Lecture Series identifies leaders, such as

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ambassadors and former world leaders, to address critical international issues as they relate to democracy. "With 145 faculty, we have the opportunity to bring quite a few lecture series to develop ourselves and the students that we work with" (GKB).

The graduates agreed that global curricula and exercises are critical to the developing competencies for success with in leadership positions (GB1, GB2, GB3, GB4, & GB5).

> It is important to possess global skills and knowledge because leaders will interact with people from other countries inevitably and they will benefit from the experience. Also, some people emulate a leader's behavior, and behavior that is culturally sensitive and embracing is something that should be modeled. (GB1)

"The world is an interconnected place and there is no such thing as living outside the global community. Being able to understand how culture and history interact with current issues helps when dealing with problems" (GB2). "The world is smaller. Intercontinental travel, trade, and terrorism have torn down any notions that countries operate independently. Development of global perspective is as essential as computer skills" (GB3). "I feel that I use global knowledge and skills everyday in my current position" (GB4). "It seems as though one cannot be successful without an understanding of issues globally" (GB5).

It was also noted by the respondents that the curriculum is highly supportive of developing global competencies. They felt that through student interaction, collaboration, and research opportunities global curricula are presented to the students (GB1, GB3, GB4, & GB5). "Students in my program interact frequently with students in the International Relations program. There are always 'globally focused' events or speakers and many international students to befriend (GB1). "With the International Relations Program in the same school, there are plenty of international classes to build a person's global perspective" (GB4). "The [Program] works incredibly closely with the International Relations Program. The courses are cross-listed and there is mixed enrollment between the two programs. Many professors specifically incorporated global topics and global case studies into the course work" (GB3).

> A student at the school could certainly receive less of a global perspective if they chose courses/track that focused on domestic issues. For most, however, the general core courses in Economics and Budgeting introduce students to global knowledge and perspectives. There is an incredible amount of international research taking place at the school. So students involved in graduate assistantships, fellowships, and internships also gained much of the global exposure. I would say the school program does not necessarily have a

global perspective, however it would be very hard to avoid gaining global skills, knowledge and perspective during one's time here. (GB5)

Case III

In accordance with the literature supporting the need for a globalized curriculum, the program coordinator of this case was highly supportive of developing global competencies for success in leadership roles.

> Our program creates opportunities for students to have dynamic educational experiences through immersion and reflection. The majority of our curriculum is "globalized" also. At least half our courses deal with international issues or how our domestic issues affect international dealings. The two are interconnected. They cannot be isolated. (GKC)

> It is also a requirement of our university that all students travel and study abroad during their Junior year. This provides an excellent opportunity for students to gain international experience. If the students also are selected to participate in our [Program] or in the Fellows Program upon gradation, they will have an opportunity to have multiple international experiences to add to their development. (GKC)

The graduates also agreed that global curricula and exercises are critical to the developing competencies for success in leadership positions (GC1, GC2, GC3, GC4, & GC5). "The courses within the program were constantly addressing the global implications of situations that we were working on" (GB2). "It seems as though the opportunities for study abroad programs are limitless for students. It really helps to give them perspective too" (GC3). "Going to another country to work and study was one of the best experiences of my life. It provided an opportunity for me to develop in ways that I could not have done here" (GC4).

> My experience with the [Program] was one of the most empowering experiences of my life. It changed me. The opportunity to serve that international community gave me knowledge that has helped me to develop into the person I am today. I am truly grateful for my opportunity. (GC5)

> International experience gives you perspective. It seems as though we get caught up in so much [nonsense] from time to time and it is just not that big of a deal. When you see people and their struggles in other countries you realize that you are a part of something much better than the trivial

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stuff that we spend so much time focusing on. (GC2)

"Studying internationally makes you acutely aware of your surroundings. This is a skill that you cannot have unless you are taken from your comfort zone and challenged by alternative perspectives" (GC3).

By going to another part of the world I developed the ability to be humble in my own place. I developed the ability to be open to differences and I really learned to challenge myself. I was constantly faced with the question of how I could make myself effective there. Now I ask the same questions here. I also learned that before you can start you have to think and listen. So often we just react and act impulsively. That is just unacceptable. We need to think and especially listen. I mean you can be as empathetic as possible, but you need to realize that you really cannot get there (holistic empathy) until you go there. (GC1)

CONCLUSIONS

Based on the respondents' perceptions and the summary of the literature, it is apparent that leadership educators must develop global perspectives and skills to be successful in leadership positions. Respondents from all three cases noted the importance of global perspective in leadership situations. It was determined that with the ever-increasing technological advances, the world's view is changing and becoming much smaller. Through the use of technology, information is readily accessible and communication can be facilitated asynchronously. Local decision making is impacted by the global world.. The program coordinator from Case II pointed out that society is approaching a new age where local and state decisions will have global impact. These decisions will have social, economic, civic, and environmental conditions (Jacoby, 1996).

With the influence of globalization and technology requiring new paradigms and new leadership competencies (Bueno & Tubbs, 2004) and the expectation that global managers master an ever-expanding range of knowledge and skills (DiStefano & Maznevski, 2003), educators will have a difficult time empowering true global leadership development. The challenge to design and execute educational curricula that can develop global leaders was clearly noted within the first case as the program coordinator explained that globalization of curriculum and student perspectives is an ever growing priority. Case II illustrated clearly that global perspectives is inseparable from leadership curricula as educators attempt to create holistic leaders for the future. Case III added to this perspective by advocating that globalization is a major concern and activities such as immersion exercises, along with other

methods, will aid in the development of global leaders. This perspective was validated by DiStefano and Maznevski (2003).

Leadership education and global leadership are analogous and as such, leadership educators will be forced to address global paradigms and develop competencies which can be enhanced within our students to promote effective leadership for the future of ever dynamic societies. Along with Bueno and Tubbs' (2004) six competencies for success in global leadership communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity, competencies can be extrapolated from the responses provided and emerging themes . If leaders are continually challenged to use global perspectives, then it is imperative that leadership educators provide learners with the tools to effectively develop these competencies in an increasingly global society. The following is an interpretation of the shared global competencies listed by Bueno and Tubbs (2004) and the respondents from the three cases for success in global leadership.

Figure 1 depicts the theoretical foundation of global competencies as noted by Bueno and Tubbs (2004), the emergent grounded theory stemming from the respondents' perspectives, and the shared competencies identified through triangulation of the literature and respondent perceptions.

Due to the emerging priority of global leadership, it is recommended that leadership education adopt a synergistic balance of leadership competencies and international perspectives designed to develop global leaders for the future. This balance should be built from a foundation of moral purpose and developed through a series of immersion exercises and service-learning opportunities. Leadership educators are asked to provide a delicate balance of challenge and support as students embark upon an experiential adventure into learning.

There is a need for formal leadership programs to have a renewed focus and dedicated attention to the global perspective. This idea was validated by this study and the influence of globalization and leadership competencies (Bueno & Tubbs, 2004). Leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies and, as such educators must teach and empower global leadership within learners. The competencies listed by Bueno and Tubbs (2004), communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity, should be developed within leadership education to ensure for successful future international interactions. Immersion and service-learning opportunities should also be considered here for development of individuals both personally and professionally. These experiences can be tremendously influential and change student perspectives, providing them with more holistic foundations of thought.

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Figure 1: Identified Global Leadership Competencies as Noted for Global Leadership Success as Perceived by the Respondents and Bueno & Tubbs (2004)
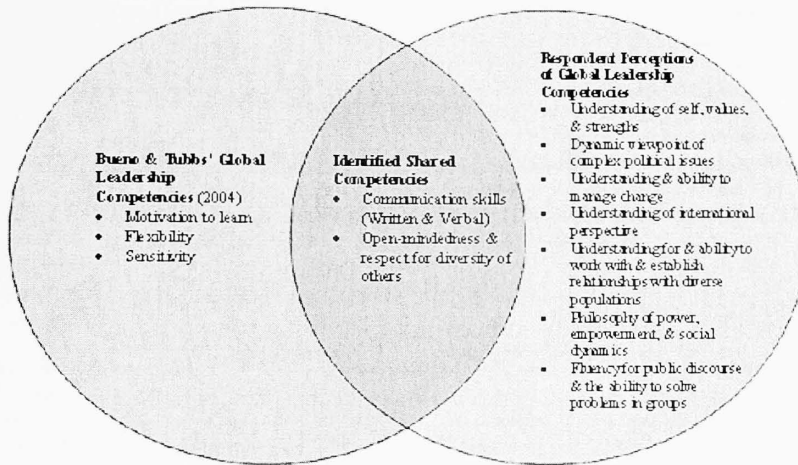
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