



The Challenge of Developing Global Leadership

Joyce Osland

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Given the impact and challenges of globalization, global warming and the current economic crisis, it is impossible to ignore the need for effective global leadership (GL). The actions or inactions of leaders are quickly felt around the world. In 2003, a Rand Corporation study predicted future shortages of global leaders in all U.S. sectors -- public, private and non-profit -- and urged universities to add global leadership to their curriculum (Bikson, Treverton, Moini, & Lindstrom, 2003).

What Do We Mean By Global Leadership?

The term "global leaders" has different connotations. History is graced with leaders -- political leaders like Mahatma Gandhi, military leaders like Alexander the Great, and spiritual leaders like Mother Theresa -- whose influence and followers extended far beyond the borders of their own country. Today's global leaders, however, are not necessarily famous, and some shrink from using this term to describe themselves. They work in less visible roles in a wide variety of settings -- coordinating world-wide sustainability efforts, leading multilateral diplomatic initiatives, stitching together mergers and acquisitions across country borders, commanding coalition forces in the military, and creating scientific and educational consortia to name just a few tasks.

"Because global leaders cannot possibly be knowledgeable about every culture, they also have to learn what aspects of leadership tend to vary and be able to spot cues that trigger an appropriate behavioral response."

There is no generally accepted construct definition for global leadership (GL), which is not surprising in a nascent field with limited empirical research (for a review, see Osland, 2008). Global leaders are people "who effect significant positive change in global organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple stakeholders, multiple sources of external authority, and multiple cultures under conditions of temporal, geographical and cultural complexity" (Mendenhall, Osland, Bird, Oddou, & Maznevski, 2008: 17). This definition assumes that global leaders are not simply people in global positions but change agents engaged in the process of influencing the thinking, attitudes, and behaviors of a global community to work together synergistically toward a common vision and common goals.

How and if GL differs from traditional leadership is a basic question that directors of development programs have to answer. There are no empirical comparisons of domestic versus global leadership as yet, but various arguments support a view of GL as a subfield of leadership with both shared similarities and differences of

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Connections From The Director

Craig Slack

This edition of *Concepts & Connections* will explore the meaning of leadership in a global context. We are excited to offer a number of thought-provoking pieces contributing to the emerging dialogue on how we need to transform our thinking about effective leadership on the world stage.

Dr. Joyce Osland's piece on The Challenge of Developing Global Leadership sets the context of what we mean by Global Leadership and frames our intention with this issue of *Concepts & Connections*. Dr. Mary Teagarden's article title reflects her focus, Developing Globally Competent Leaders: The Role of Global Mindsets, and introduces you to the Globe Study, one of the richest datasets looking at attributes that shape our understanding of leadership in a multinational setting. Dr. Heather McDougall, an emerging leadership Scholar and researcher has spent the past 10 years putting investigating aspects of leadership behavior through students' immersions in study abroad experiences. Her work has added to the limited global leadership scholarship

focused at the college setting. Our program spot light takes an in-depth look at the Chevy Chase Leadership Internship program and how this leadership learning immersion is attempting to expand students understanding of their capacity to understand leadership in a cross-cultural setting. Our book review by Linnette Werner, is an opportunity to offer you perspective on a piece of work that could help inform your professional practice.

We hope that this edition of *Concepts & Connections* helps you conceptualize worldwide leadership in ways that can help your students think, act and ultimately develop useful global leadership capabilities.



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The Challenge of Developing Global Leadership

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degree and kind (Osland, 2008). GL draws from additional multidisciplinary roots – intercultural communication and competence, expatriation, global management, and comparative leadership. Global leaders demonstrate some additional or expanded skills, such as boundary spanning, and have “unlearned” some traditional leadership lessons that do not work outside their culture. Their developmental path varies somewhat in that key GL lessons come from cultural experiences that are more complex and do not always result in the same lessons (McCall & Hollenbeck, 2002).

Most importantly, the global context or the crucible that shapes GL is characterized by:

- **multiplicity** across a range of dimensions;
- **interdependence** among a host of stakeholders, socio-cultural, political, economic and environmental systems;
- **ambiguity** in terms of understanding causal relationships, interpreting cues and signals, identifying appropriate actions and pursuing plausible goals; and
- **flux** in terms of quickly transitioning systems, shifting values and emergent patterns of organizational structure and behavior (Lane, Maznevski, Mendenhall & McNett, 2004).

A study of expert cognition found that global leaders often characterized their change efforts as sailing into uncharted waters. They dealt with the extreme ambiguity of challenging situations by relying on a learned problem solving process, choosing “the right team,” and developing a high level of trust with them and their stakeholders (Osland, et al., 2007). Given these arguments, GL is best conceptualized as “extreme leadership.”

What Competencies Should We Be Developing in Students?

Based on this description of GL and its context, what conceptual and behavioral skills are critical in future global leaders? Let’s begin with these processes, which are required for managing the complexity of the global business context:

- **Collaborating:** working with others in relationships characterized by community, flexibility, respect, trust and mutual accountability.
- **Discovering:** transformational processes leading to new ways of seeing and acting which, in turn, lead to the creation of new knowledge, actions and outcomes
- **Architecting:** the mindful design of processes that align, balance and synchronize organizational behavior
- **Systems thinking:** seeing and/or discovering the interrelationships among components and levels in a complex system and anticipating consequences of changes in and to the system (Lane, et al, 2004).

Another process that explains how global leaders interact with their environment is sensemaking, which involves placing stimuli into a framework that enables people to understand, decode, and predict. To make sense of a complex environment, people need a matching level of complexity. The resulting global mindset, a key aspect of GL, is defined as cosmopolitanism, an enthusiastic appreciation of other cultures, and cognitive complexity, the ability to perceive situations as highly differentiated and to integrate these differentiated constructs (Levy, Beechler, Taylor & Boyacigiller, 2007).

An example of global mindset is comprehending the cultural variants of leadership. The GLOBE Project (Javidan, Dorfman, Sully de Luque and House, 2006) identified leadership profiles for 62 countries and showed how they are affected by cultural values. Global leaders deal with a variety of followers who have different mental maps for the “ideal leader.” Their adaptation could be called meta-level leadership as they learn and adjust to various cultural expectations and leadership practices and find a style that is more universally acceptable. Expert global leaders engage in “code-switching,”

“Unquestionably, there is a lot more to learn about GL and its development in the university setting. The need to prepare global leaders for the future, however, cannot wait.”

the act of changing one’s behavior in an intercultural interaction where the behavioral norms, in this case the leadership norms, differ from those of one’s own culture (Molinsky, 2007). Because global leaders cannot possibly be knowledgeable about every culture, they also have to learn what aspects of leadership tend to vary and be able to spot cues that trigger an appropriate behavioral response. For example, students can be taught to understand their own indigenous leadership style and how that might differ in terms of formality, power distance, decision-making style, communication style, and so forth across cultural regions.

Global leadership research has generally tried to answer what GL is by taking a competency approach. There is growing consensus that global leadership consists of core characteristics, context-specific abilities, and universal leadership skills. The Pyramid Model of GL, beginning at the bottom level of the pyramid, consists of global knowledge, traits, attitudes and orientations, interpersonal skills, and system skills (Osland, 2008). A modified version of this model guides the curriculum of San Jose State University’s new Global

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Leadership Lab (GLLab), which includes modules on: global citizenship and global mindset, global ethics, building trust and relationships, intercultural communication and conflict management, global negotiation, leading multicultural teams, influencing global stakeholders, stakeholder dialogue, creativity and innovation; complex, ethical decision-making, boundary spanning, and leading global change. Given the post-graduation job demands undergraduates are likely to face, they are expected to develop a few less system skills at the end of this list than are graduate students.

How Should Universities Begin Developing Global Leadership Skills?

The short-hand answer to this question is travel, multicultural teams, training, and overseas assignments; the last is most effective. Most of the global leadership development (GLD) research comes from the business setting rather than universities. We can probably extrapolate, however, that study abroad and international internships could be the most effective way to train students and that we should be leveraging the cultural diversity on our campuses. More conclusions from the limited GLD research are: 1) it involves personal transformation and takes time to develop; 2) GLD is best done through experiential learning; 3) GLD designs should be multi-method; and 4) it is non-linear and difficult to predict. For example, not all study abroad experiences are equally designed to leverage student learning; nor does each student take advantage of the study abroad experience in the same fashion.

The Global Leadership Expertise Development model (Osland & Bird, 2008) might provide some guidance for university programs. The antecedents relate to potential individual differences in students: individual characteristics, cultural exposure, global education, and project novelty (e.g., multicultural teams, virtual

groups, global projects). The *transformational process* involves a series of experiences characterized by complexity, affect, intensity and relevance. *GL expertise* is conceptualized as cognitive processes, global knowledge, intercultural competence and global organizing expertise (i.e., architecting). Personal transformation is more likely when developmental activities have a high degree of experiential rigor and a large number and valence of feedback sources. For this reason, study abroad, sophisticated simulations, assessment centers, and virtual team projects are likely to be more effective than the traditional classroom experience (Oddou & Mendenhall, 2008).

Unquestionably, there is a lot more to learn about GL and its development in the university setting. The need to prepare global leaders for the future, however, cannot wait. Maybe if we imitate the global leaders who have learned to live with uncertainty by relying upon a problem-solving method that works and picking and trusting the right team, we too can set off on uncharted waters and “effect significant positive change.”

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Developing Globally Competent Leaders: The Role of Global Mindsets

Mary B. Teagarden

Introduction

The Jack Welch of the Future cannot be like me. I spent my entire career in the United States. The next head of General Electric will be somebody who spent time in Bombay, in Hong Kong, in Buenos Aires. We have to send our best and brightest overseas and make sure they have training that will allow them to be the global leaders who will make GE flourish in the future.

(Black, Morrison & Gregerson, 1999, p. 20).

Despite recent economic events, not much has changed for global companies since Jack Welch made this proclamation—including how most organizations select and develop global leaders, and how we train or educate them. The context in which global leaders operate remains full of complexity, novelty and variety. Some would say that it is becoming increasingly chaotic. Nevertheless, global leaders encounter a common challenge: how does the leader influence individuals, groups and systems unlike their own to achieve their employer's strategic goals and objectives?

The single critical success factor in globalizing business lies with the organization having a pool of highly competent global leaders who possess the global knowledge of production and service capabilities; the global knowledge of consumer demands for products and services around the world; that is global leaders who can influence others despite their diverse cultural, political, and institutional backgrounds—backgrounds that make them think, decide, analyze, act and communicate differently than the leader. In other words, global leaders with global mindsets are the key to sustainable competitive advantage in the global economy.

What Do We Know about Developing Global Leaders and Global Mindsets?

A review of best practices offers four recommendations for developing global leaders: (1) identification of the importance of strategic clarity about what kind of global leaders with what kinds of skills are needed; (2) that organizations should provide relevant developmental opportunities for those capabilities the organization is trying to develop; (3) that organizations must provide appropriate levels of feedback, resources, and support to help leaders learn from the experiences they have; and (4) that providing international perspectives and exposure starting early in people's careers, maximizes the quality of the globally competent expert pipeline (Teagarden, 2007). Additionally, the research that focuses on the development of expert global managers (Bird & Osland, 2004; Lane et al., 2004) differentiates novice managers from expert global managers.

The development of expert global managers is more complex than that of less accomplished global managers, and it takes longer. Expert global manager capabilities are developed over time and build on the threshold or foundational competencies that include a requisite level of inquisitiveness and openness, natural abilities that are sup-

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ported by cross-cultural knowledge and build on a base of business or technical skills (Bird & Osland, 2004). International experience contributes to the development of expert global managers (Black et al., 1999) as do international management development programs (Stahl, 2001) and cross-cultural training programs (Selmer et al., 1998). In their comprehensive article on 'global mindset' Levy et al. (2007) document the 30-year evolution of thinking about a cognitive orientation of managers that has been referred to may ways—"geocentrism," "international mindset," "global mindset," or "transnational mindset"—and conclude that global mindset is developed as part of the development of expert global managers.¹ Importantly, global mindset training has been identified as a key emerging issue in International Human Resource Management (Mendenhall & Stahl, 2000).

What Is Global Mindset?

Global Mindset is defined as a set of individual attributes that help a global leader better influence those who are different from them (Beechler & Javidan, 2007). A Global Mindset profile comprises three capitals:

- **Intellectual Capital**, which refers to one's global savvy, cosmopolitan outlook, and cognitive complexity;

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- **Psychological Capital**, which refers to one's passion for diversity, quest for adventure, and self-assurance; and
- **Social Capital**, which refers to one's intercultural empathy, interpersonal impact, and diplomacy.

Leaders with high levels of Global Mindset are what Bird and Osland (2004) would call expert global leaders because of enhanced ability to make sense of their context and behave appropriately as the context varies. Leaders with high levels of Global Mindset are more expert global leaders because of their ability to understand and interpret what is going on in a global situation. In other words, they can more effectively interpret verbal and non-verbal messages and signals from people from different cultures. In addition, these same expert global leaders demonstrate high levels of flexibility which manifests as the ability to act differently in different situations and contexts. Finally, leaders with high levels of Global Mindset have the ability to choose the right behavior or approach in different circumstances or contexts. Global Mindset can be assessed using the Global Mindset Inventory® (GMI®).

The Global Mindset Inventory®

In 2004 we undertook the Global Mindset Project at Thunderbird School of Global Management to identify attributes that would help global leaders succeed. We began this project to respond to requests from multinationals seeking to assess and develop "global mindsets" among their leaders. After four years of intensive and iterative field research we have achieved two very practical goals: (1) the development of a valid and reliable Global Mindset assessment tool; and (2) the development of valid and reliable approaches--tools, methodologies and programs--for the development of leaders' Global Mindsets. We have developed, validated and applied the Global Mindset Inventory®.

The GMI® has been administered to approximately 5,000 global leaders in over 200 multinational organizations around the world. It has been used in executive development programs in several countries, in a variety of industries and in the for-profit and social services sectors. This scientific instrument is available in two versions, self-assessment and 360 degree, and can be used to measure the Global Mindset profile of a leader, a unit, a team, or an organization. It is available as an internet-based questionnaire which has 76 items and takes about 8 minutes to complete.

Developing Globally Competent Leaders with Global Mindsets

...the most common reason that organizations do not have exceptional global leadership is a lack of commitment to the process of developing it. The problem is not lack of know-how...The problem is that with the complexity and risk, few organizations have adopted a model robust enough to fit the challenge and then committed the time and resources necessary to implement it (McCall & Hollenbeck, 2002, p. 13).

There is ample understanding about what it takes to develop the expert global leaders of the future. Organizations aspiring to achieve sustainable competitive advantage in today's global economy have had a road map of best practices for developing globally competent leaders for several years. Now, they also have a valid and reliable tool to initiate and to track the effectiveness of the developmental process, the Global Mindset Inventory® which enables multinationals to assess their "stock" of Global Mindset, identify Global Mindset performance gaps given their strategic objectives, identify expert global leaders or those with potential to become so, and track effectiveness of training, stretch assignments and other developmental interventions. Using the Global Mindset Inventory® will reduce the risk and complexity that many, including McCall and Hollenbeck (2002), my colleagues, and I, believe impedes the development of exceptional global leaders. 🏠

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Notes

1. The article by Levy et al. (2007) had not yet been published when we began our project. This article provides a comprehensive review of the literature relating to the cognitive orientation, they call global mindset. Their work on global mindset and ours converged at the Global Mindset Conference and is also included in the Global Mindset book (Javidan, Steers & Hitt, 2007).

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Learning by Design

Cultivating Cross-Cultural Leaders: New Ways to Think of Study Abroad Courses

Heather McDougall

In this era of globalization, cross-cultural competency is essential. In addition to professional development, scholars point to the benefits of cross-cultural competency to individuals' understanding of themselves and those around them (Hitt 1998; Nussbaum 1998; Nussbaum 2002). It is imperative for students to understand their interconnectedness to the world around them. Leadership programs need to equip their students with the necessary knowledge and training to tackle pressing issues in their local, national, and global communities — what Nussbaum (1998) terms "cosmopolitan education."

Developing cross-cultural awareness involves both knowledge of and experience with other cultures. Although cross-cultural awareness can be developed on campus through appropriate courses and activities (Hitt 1998; Nussbaum 1998), study abroad should be part of all students' university experience. Ideally, students will study abroad for at least a semester. However time, money, and academic schedules often prohibit students from doing so. Universities often provide one or two week spring break or summer courses for students who cannot participate in longer programs. The problem is that during such a short period of time, it is difficult to give sufficient time to the academic component. If universities are going to increase the number of students who study abroad, schools will need to start thinking outside the box.

In spring 2008, I developed a hybrid course for the Leadership and American

"It is imperative for students to understand their interconnectedness to the world around them. Leadership programs need to equip their students with the necessary knowledge and training to tackle pressing issues in their local, national, and global communities."

Studies Department at Christopher Newport University (CNU), a public liberal arts institution in Virginia. The Women and Leadership course combined a regular semester course with a 12-day study abroad trip during spring break to Dubai, United Arab Emirates and Prague, Czech Republic. As part of the trip, students attended the Women as Global Leaders conference (WAGL) hosted by Zayed University. Examining general literature along with case studies, the course analyzed women in leadership in a multicultural context. Case studies included: the United States, Russia, Eastern Europe, and the Middle East. Learning objectives included:

- To critically analyze theories and stereotypes about women and leadership.
- To understand the influence of culture on women and leadership and assess the similarities

and/or differences across multiple countries.

- To understand the major events during the past two centuries which have contributed to the issues and concerns about women and leadership today.
- To improve students' cross-cultural competency.
- To improve students' communication skills.

Normally, for spring break or summer courses, students are charged for tuition in addition to the price of the

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Learning by Design

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trip. Since the trip was part of the regular semester course load, no additional tuition was charged (two students did overload and, thus, had to pay extra credit hours). Thirteen female students were selected based on an essay application process (due to restrictions of the Women as Global Leaders Conference, only females could attend the trip). One instructor (myself) taught the semester course and an additional instructor was brought in to go on the trip: Petra Hejnova, a Czech currently finishing her Ph.D. at Syracuse University. As former Director of the Gender Studies Centre in Prague, Petra brought a wonderful perspective to the subject matter and the trip.

The students met during their regular class time (a three-hour evening class) for the first six weeks of the semester. This allowed for the student to have a solid understanding of the course materials prior to the trip. In addition, it allowed for the group to become familiar with one another. The class spent five days in Dubai where they attended a roundtable discussion with female workers at a local business and spent three days at the Women as Global Leaders Conference. In Prague, students met at the Gender Studies Centre with a mixture of regular classes and guest speakers. Cultural activities in both cities complemented the academic components. Upon return to CNU, the class met an additional three sessions for debriefing, paper presentations, and course evaluations.

The class was extremely successful and fulfilled the course objectives. Based on IDEA course evaluations, students rated the course 5 out of 5 and the overall average of the course (course content, teaching, and progress on course objectives) 5 out of 5. The strength of this model is that it allowed a solid academic rigor to structure the experiential component—thus allowing the students to ground their experiences firmly in the course material. As one student wrote on her evaluation: “I came into this class with absolutely no prior knowledge or education of Feminism or Women and Leadership and I’ve

learned so much. The best part of the class was being able to apply what we learned in the classroom to the outside world and the WAGL conference.” Additional comments focused on the cross-cultural component of the course: “This is definitely one of the best classes that I’ve taken over the course of my study at CNU. Not only was the abroad experience valuable and tons of fun but I’ve learned so much more about the content and my feelings toward it;” and “An amazing course! It really made me reconsider my professional goals and career and for that I am so thankful... All the traveling and people I met while studying abroad opened my views of the world.”

Overall, this study trip serves as an example of how leadership programs can successfully develop a hybrid study course that integrates a strong academic component with a cross-cultural experience. Clear benefits to the students included: a decrease in cost, greater accessibility for students who cannot spend an entire semester or year abroad, a solid theoretical preparation prior to the trip, and structured time after the trip for assessment and application. ■

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Heather R. McDougall was most recently an Assistant Professor of Leadership and American Studies at Christopher Newport University. She was also the Founder and Director of the Global Institute for Leadership and Civic Development which runs university study abroad leadership programs for students from around the world. In Spring 2009, she joined Anglo-American University in Prague as Associate Dean and Associate Professor, Global Leadership Program.

SUSAN R. KOMIVES, WENDY WAGNER, AND ASSOCIATES

LEADERSHIP
FOR A
BETTER WORLD

UNDERSTANDING
THE SOCIAL CHANGE MODEL OF
LEADERSHIP DEVELOPMENT

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Program Spotlight:

Program Spotlight: Chevy Chase Leadership Internship Program (CCLIP)

Daniel T. Ostick and Mark A. Kenyon

There is a deepening concern in many quarters of society about the decline of global leadership. As individuals limit their participation in public life, all facets of our world are affected. A call for global leadership allows one to lead according to values that are good for the world and not just focused on ourselves or our personal communities. At the University of Maryland, College Park, our President, C.D. Mote, foresees a "campus vision that will become increasingly more global" (State of the Campus Address, 9/14/06).

Our University Strategic Plan also supports this new global vision by placing greater University resources and emphasis on study abroad and experiential learning programs.

Well-designed internship and leadership experiences provide pathways for college students to make a difference in their communities and in the lives of others across the globe. Drawing from Chevy Chase Bank's commitment to the many communities they serve, the Chevy Chase Leadership Internship Program (CCLIP), a partnership between the Adele H. Stamp Student Union – Center for Campus Life and the University Career Center, provides University of Maryland undergraduate students with the unique opportunity to integrate these concepts through academic leadership courses, an internship, an international immersion, and team collaboration

"Well-designed internship and leadership experiences provide pathways for college students to make a difference in their communities and in the lives of others across the globe."

In the spring of 2005, the University of Maryland was the recipient of a generous foundation gift of one million dollars from Chevy Chase Bank, a local Washington DC Metro-area full-service bank. A portion of these funds (\$500,000) was allocated by the VP of Student Affairs to be set aside to develop a new student program that would combine leadership, internship, and service. The \$500,000 is to be spread out over 10 years and provides for yearly program support of \$50,000. The Division of Student Affairs established a steering committee made up of representation from the Adele H. Stamp

Student Union – Center for Campus Life and the University Career Center and the President's Promise. This committee was charged with designing the program from the ground up. Since its inception, the program has grown and changed, and in 2008, CCLIP added an international immersion experience to help the program in its efforts to move towards a community development model of leadership.

Purpose and Outcomes

CCLIP is designed to prepare students for civic leadership in the global world of work through interdisciplinary learning focused on personal and multicultural development, developing and understanding organizational structures and complex systems, active community involvement and civic engagement, and international experience. The program has outlined the following learning outcomes for students:

Personal Development:

- Gain knowledge about themselves
- Work with others to manage the work environment
- Develop effective communication skills and personal leadership skills

Understanding organizational structures and complex systems:

- Develop group leadership skills
- Practice systems thinking
- Develop knowledge, skills and abilities to effectively negotiate diverse work environments

Community involvement/ Civic engagement:

- Develop civic awareness
- Practice engaged citizenship

Interdisciplinary learning:

- Articulate how work experience enhances understanding of self.
- Apply academic theories and disciplinary knowledge in diverse contexts.
- Translate leadership and civic engagement concepts, theories, and models into practice in solving problems and facilitating change.
- Demonstrate an ability to think in complex ways about organizational and community issues.
- Develop multicultural competencies required for interacting in local and global contexts.

Student Cohort

Each year, 12-16 students of sophomore standing (with at least 45 credit hours) are selected to participate in the program. A diverse group of students with a wide variety of career interests are recruited from across the university to establish the cohort. Students bring to the learning community an array of experiences on campus and beyond. Both established student leaders and those new to leadership who are interested in exploring their leadership potential are encouraged to apply.

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Program Spotlight: Chevy Chase Leadership Internship Program (CCLIP) *Continued from page 9*

Program Structure

The Chevy Chase Leadership Internship Program (CCLIP) blends academic rigor (classroom learning), concrete experiences (internship), and active experimentation (international immersion and global showcase) over two academic semesters. Interested students may also elect to continue their involvement as experienced leadership educators during the year following the program.

During the spring semester of their freshman year, students undergo a selection process that involves a written application and interview process. Selected students are required to sign an agreement that they understand the extensive nature of the program. Once admitted, these students participate in career development workshops focused on finding and securing a meaningful internship. Workshops include:

- Developing a resume and cover letter
- Locating and securing an internship
- Interviewing skills
- How to make the most of your internship experience

Upon successful completion of the career skill workshops, students will be invited to a networking event designed specifically for CCLIP participants and selected internship hiring organizations. Students and internship sites are then paired according to interest for the fall internship experience.

During the Fall Semester of their sophomore year, students enroll in a three-credit global leadership course, housed in the Counseling and Personnel Services (EDCP) department in the University of Maryland's College of Education. The class meets weekly for two hours throughout the semester. Simultaneously, each student commits to 75 internship hours. The goals for the fall course include:

- Gain a better understanding of the nature and complexity of leadership, including its interdisciplinary and global nature.

- Understand the importance of self-knowledge and its relationship to group process.
- Understand gender and cultural influences on groups, organizations, and communities.
- Develop competency in global leadership development.
- Recognize their responsibility to participate in their own communities and in the broader society.
- Help clarify career goals and aspirations as a result of the internship experience.
- Understand one's own leadership potential.
- Discuss ethics in leadership and the work environment.

During the Spring Semester, students are enrolled in another three-credit global leadership course, which meets weekly for two hours. During Spring Break, students spend seven days in an international immersion experience. The goals of the Spring course include:

- Clarify students own understanding of Western views of leadership through experiencing a different culture
- Develop an understanding of how leadership and social change are perceived and presented in another global context
- Examine the connection of ethics and leadership within and across cultures
- Work to develop their own model of global leadership
- Study the use of power and nature of oppression as viewed from diverse perspectives
- Gain knowledge of complex systems and systemic change
- Analyze the interconnections of historical, political, social, economic, and cultural contexts
- Examine their own cultural heritage in relation to others
- Learn to discuss cultural differences and engage across difference
- Practice enacting leadership in diverse contexts and settings
- Collaborate by engaging in group projects and discussions
- Critically reflect on one's own capacity for global leadership

Internship Experience

The University Career Center assists students in locating potential internship placements that align with their career goals. Past students have worked in both on- or off-campus internship sites such as the American Red Cross, Chevy Chase Bank, the International Leadership Association, UMD Federal Relations, UMD Academy of Leadership, the Solid Waste Association of North America, and the YMCA. For the upcoming year, the program will be concentrating internship sites in community development or social justice organizations to provide a greater connection to global community development issues.

All sites are vetted before the internship experience begins. The internship experience allows students, many of whom have never had an internship, to examine leadership as a process, explore potential career fields, develop career-related skills and abilities, establish a work history, observe professional people and behavior, learn job search skills and build a network of contacts. The internship experience serves as a method to integrate classroom theory with real-life experiences. Students develop personalized learning objectives to serve as the bases for a learning contract that are signed by the student intern, instructor, and site supervisor.

International Immersion

For the past two years, we have traveled with students to Palacky University in the Czech Republic for students to explore concepts of global leadership and culture and how they relate to their own leadership and cultural backgrounds. The curriculum covered Czech History, Politics and Government, Leadership, NGOs, and Globalism and the Environment. CCLIP students stayed in Palacky University residence halls, interacted with college student leaders on campus, met with government officials, and spoke with community organizers.

In Spring 2010, the immersion experience will move to the city of Masaka in Uganda. In partnership with the Foundation for Sustainable Development (www.fsd.org), students will live in homestays with families

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and spend time each day in internship sites focused on community development issues, such as HIV/AIDS, microfinance, and women's empowerment to better connect leadership and global change.

Global Leadership Showcase

Upon returning from their international immersion experience, students engage in a team project that includes the design and execution of a Global Learning Showcase in which they share individual and collective learning from their experience in CCLIP. The Global Learning Showcase includes slide shows, creative expressions, and written reflections. Topics covered include an orientation to the history and cultural traditions of their international experience, connections made among internship, class, and immersion experiences, reflections about meetings to observe political processes with community-based organizations and NGOs, press and labor groups, and student groups, presentations of learning from their involvement in a community service-learning project, artistic displays, and reflections. CCLIP instructors, internship supervisors, University of Maryland staff are all invited to the showcase to join in the learning.

For additional information regarding the program, including course syllabi, international immersion schedules, textbooks, and program materials, feel free to contact the authors. ■

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The Leadership Bookshelf

Post-American World (review)

Zakaria, F.

New York: W.W. Norton & Company, 2008, \$15.95 (softcover)

Reviewed by: Linnette Werner, University of Minnesota

Fareed Zakaria, editor of Newsweek International and internationally best-selling author of the book *The Future of Freedom* (2003), has published another best-selling book about the "new global landscape" in which the United States is no longer the dominant super-power, but part of a shared global power structure. His new book, *The Post-American World*, published in May 2008, asserts that we are moving into what he calls a post-American world, one "defined and directed from many places and by many people" (p.5).

The post-American world, according to Zakaria, is not about the decline of America, but about the "rise of everyone else." In his words, "It is about the great transformation taking place around the world, a transformation that, though often discussed, remains poorly understood" (p.1).

Zakaria, a frequent guest on talk shows ranging from PBS's Foreign Exchange to The Daily Show and as an analyst for ABC News, has been hailed as an international futurist with an ability to predict economic and cultural trends. In the past several years, Zakaria has become the national go-to-person for interpreting global events and their economic and political effects. *The Post-American World* is his attempt to explain to Americans how the events of the past twenty years have set up the United States to play a key role in

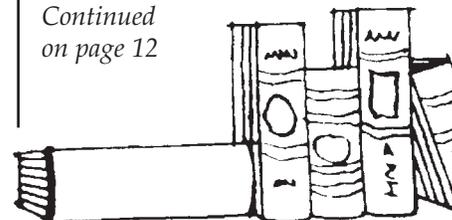
moving from a power monopoly to a power collaborator. *The Post-American World* attempts to answer such questions as:

- What kinds of opportunities and challenges will a shift in power present for the world?
- What does this mean for the United States and its dominant position in the world?
- What will the post-American era look like in terms of war, economics, and culture?
- In short, what will it mean to live in a post-American world?

"The post-American world, according to Zakaria, is not about the decline of America, but about the 'rise of everyone else.' "

In order to answer these pressing questions, Zakaria starts with the structural and economic indicators upon which he bases his predictions for this change in power-centers. He then moves into a review of history, economics, and political case studies in order to present his argument for how the shift in power centers will occur and who the future power-players may be. Finally, he ends with the "American Purpose"—an examination of the opportunities and new responsibilities facing our government and our citizens. Zakaria states, "This new role is quite different from the traditional

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super-power role. It involves consultation, cooperation, and even compromise. It derives its power by setting the agenda, defining the issues, and mobilizing coalitions. It is not a top-down hierarchy in which the United States makes its decisions and then informs a grateful (or silent) world" (p.232).

What Does This Mean for Leadership Programs?

From the perspective of someone who teaches within a leadership program, this book gives a sound argument for why our students need to be versed in global leadership perspectives. It compels the reader to understand how an isolationist view of the world has been supported by the media, the economy, and the culture of being a global super-power and then pointedly redirects the reader to see how such views are no longer in anyone's self-interest. Students of leadership will benefit greatly from Zakaria's integrative and adaptive views of leadership as well as the adept way he is able to wind arguments of economic and power trends into such contexts as cultural views "God and Foreign Policy" (p.108).

Zakaria's ending argument that the United States needs "new rules for a new age," compliments such leadership views as Mark Gerzon's *Leading Through Conflict*, Ron Heifetz's *Leadership without Easy Answers*, and Jean Lipman-Blumen's *Connective Leadership* and would fit easily into a global leadership curriculum that supported such approaches.

Questions to Consider

Zakaria's style is reminiscent Malcolm Gladwell's *Tipping Point* or *Blink* in that he uses case studies and stories to support a logical argument of future events or interactions of

past events. Much like Gladwell's work, this requires the reader to accept the premise of the argument in order to move with Zakaria to his conclusions. For example, Zakaria's primary argument for the impending need to share power relies on an observation of the migration of typically American economic icons to other parts of the world:

Look around. The tallest building in the world is now in Taipei, and it will soon be overtaken by one being built in Dubai. The world's richest man is Mexican, and its largest publicly traded corporation is Chinese. The world's biggest plane is built in Russia and Ukraine, its leading refinery is under construction in India, and its largest factories are all in China. By measures, London is becoming the leading financial center, and the United Arab Emirates is home to the most richly endowed investment fund. Once quintessentially American icons have been appropriated by foreigners. The world's largest Ferris wheel is in Singapore. Its number one casino is not in Las Vegas but in Macao, which has also overtaken Vegas in annual gambling revenues. The biggest movie industry, in terms of both movies made and tickets sold, is Bollywood, not Hollywood. ...Such lists are arbitrary, but it is striking that only ten years ago, America was at the top in many, if not most, of these categories (p.2-3).

Although Zakaria points out that this list is arbitrary, he does not expound upon other frontiers within this argument (although he does in other works). A student of leadership may assume this argument means that the future indicators of wealth and power will continue to be the world's largest buildings or manufacturing sites (or any of the other items listed above). Such a narrow argument may be missing the point of what has kept the United States as a super-power for so long: Trend setting. The items listed above could just as well demonstrate the trend setting power of the United States as it does the migration of power centers.

I do not argue with the point of Zakaria's book, that the US can no longer behave irresponsibly or in an isolationist fashion, but I would be foolish to assume that students of leadership will not question some of Zakaria's predictions of the future.

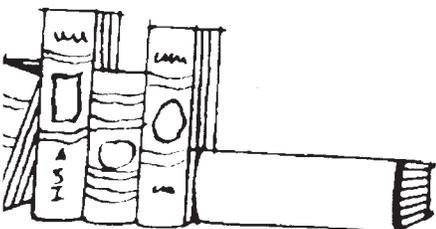
What if the United States has decided that bigger is no longer better and the new trends in local/sustainable agriculture, nanotechnologies, virtual reality, and renewable/green living replace the entire list above? In twenty years, all of these commodities would be replicated around the world as well, which would reinforce the United States as a super-power instead of pointing to the diffusion of power.

Another question that I anticipate our leadership students asking is how they, as individuals, can contribute to the new vision for the United States. Zakaria gives us a call to action, but does not give specific means for accomplishing this. The responsibility of translating the Zakaria's theory into action falls upon the teachers of leadership. Through a combination of case-in-point teaching, shared common experience, and other texts, students should be able to translate Zakaria's vision to their own lived experiences. (Such readings as *Citizen Solution* by Harry Boyte (2008), *Leading Through Conflict* by Mark Gerzon (2006) or *Common Fire: Leading Lives of Commitment* by Daloz, Parks, Keen and Keen could be used as excellent supplements (1997).)

Summary

In summary, I highly recommend this book for all students and teachers of leadership. It is timely and pointed while holding the complexity of global issues firmly in the center of each argument. Readers will not only have a better understanding of the economic and power issues facing the United States and the world, but will begin to see the leadership choices needed to hold a course for global success which includes the United States, but no longer at the expense of the rest.

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Scholarship and Research Updates

Exploring Study Abroad as Pedagogy for Global Leadership Outcomes

Elizabeth Niehaus and Susan R. Komives

Throughout this issue of *Concepts & Connections*, study abroad emerges as a means by which educators can help students develop global leadership skills and competencies. Both the "Learning by Design" and "Program Spotlight" sections focus on study abroad programs, and in her overview of "The Challenge of Developing Global Leadership" Osland points to study abroad and international internships as primary vehicles for global leadership development in students. Leadership educators are not the only ones who have started to turn an eager eye toward study abroad. Over the past few years a variety of stakeholders from the federal government to higher education associations, and even individual colleges and universities themselves, have increasingly stressed the goal of vastly increasing the number of U.S. students who study abroad (e.g. American Council on Education, 2002; Commission on the Abraham Lincoln Study Abroad Fellowship, 2005). According to the Institute of International Education (2007), study abroad participation has increased by 150 percent over the past ten years.

Despite this increasing emphasis on study abroad, there is a serious dearth of quality scholarship and research addressing student outcomes and program characteristics. As Osland (this issue) wisely points out, not all study abroad programs are created equal. As she explains, "not all study abroad experiences are equally designed to leverage student learning; nor does each student take advantage of the study abroad experience in the same way." As leadership educators increasingly turn to study abroad as a means for developing global leadership, it is vital that we understand what outcomes we may or may not be able to expect from study abroad and how we can best design programs to achieve those outcomes. The purpose of this section is to bring

together the global leadership and study abroad literature to demonstrate what we do know about study abroad, keeping in mind that there is still much work left to be done, and to highlight resources that leadership educators can use to learn more about the theory and practice of study abroad as it relates to leadership development.

Outcomes of Study Abroad

As noted above, while many studies have been published on study abroad, few meet the rigorous standards of good research design. Quantitative studies often are conducted with exceedingly small samples, do not use appropriate (or any) control groups, and/or report only descriptive statistics, while a number of qualitative studies report only raw data with limited analysis. These flaws point to many of the challenges facing study abroad researchers, but we have found a number of studies that, while not perfect, seem to be reliable and trustworthy.

In one of the largest (and perhaps most frequently cited) studies to date prior to the millennial generation, Carson, Burn, Useem and Yachimowicz (1990) examined "the role of study abroad in students' acquisition of foreign language proficiency, knowledge of and concern for other countries and cultures and international issues, knowledge of and attitudes toward their home country and its values, and career objectives and accomplish-

ments." (p. xiii). They compared students who studied abroad during the 1984-1985 academic year in France, the Federal Republic of Germany, the United Kingdom, or Sweden with students who were academically qualified to study abroad but chose not to. Students who studied abroad showed greater increase in interest in international affairs than students who stayed on campus and after studying abroad students were also more critical of the U.S. governmental foreign policies than they were before studying abroad.

A number of more recent studies, while generally smaller in scale, point to the potential of study abroad to lead to global leadership outcomes. Drews and Meyer (1996) found that students who studied abroad were more likely to personalize people from different cultures than either students who planned to study abroad but had not yet done so or students who did not study abroad. They also found that "the tendency to personalize members of other cultures may extend well beyond the country visited" for students who studied abroad.

One of the most important competencies for students interested in global leadership is the ability to recognize that differences are based in culture, and to understand and appreciate those cultural differences. Bates (1997) use pre- and post-tests and qualitative narratives to compare 14 honors students who studied in the United Kingdom with students who were qualified

to study abroad but who chose not to. Students who had studied abroad showed significant "change in their attitudes toward people from other parts of the world" (p. 134). While prior to the study abroad experience there were no differences between the two groups, after study-

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"In an ever increasing globalized world, curricular and co-curricular leadership development programs for college students must taken into account what competencies students will need in order to be global leaders."

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ing abroad “there [were] significant differences in the total scale and in the areas of cultural pluralism, globalcentrism, and interconnectedness” (p. 134). Students who had studied abroad were also better able to identify “that major differences in people are the result of the cultures in which they live. Students [who studied abroad] also express greater understanding and appreciation of people from other cultures” (p. 134).

Various studies have shown that study abroad can result in students’ increased flexibility and adaptability in different cultural settings. Black and Duhon (2006) found that students who studied abroad as part of a business program in London showed significantly higher cross-cultural adaptability after their international experience than they did before. Using the Cross-Cultural Adaptability Inventory, Black and Duhon measured students’ flexibility and openness (“lacks rigidity, nonjudgmental, likes people, enjoys diversity”), perceptual acuity (“attentive to nonverbal cues, aware of communication dynamics, empathetic”), emotional resilience (“able to bounce back, has a positive attitude, has a sense of adventure”), and personal autonomy (“has a clear value system, possesses a strong sense of identity, is self directed”) (p. 141). Using both pre- and post-test measures, they found that after a month abroad students scored significantly higher on all four aspects of the inventory.

Study abroad has also been shown to increase students’ intercultural communication ability and global knowledge. Williams (2005) compared students who studied abroad in Australia, Belgium, France, Germany, Hungary, Italy, Japan, Mexico, the Netherlands, Russia, Spain, and the United Kingdom with students who did not study abroad. On a pre-test, students in both groups were similar in the amount of intercultural opportunities they had experienced, but students had many more opportunities for intercultural experiences while studying abroad than students had who stayed on campus. Although

they started out higher on the pre-test, study abroad students showed higher gains on both of these tests than on campus students. Interestingly, Williams found that the best predictor of intercultural communication skills was exposure to a variety of cultures. Although study abroad gave students more opportunity for this type of exposure, other factors that influenced students’ intercultural communication skills included “if they have made friends or had romantic relationships with individuals of a different culture; taken foreign language or cultural courses; attended ethnic celebrations, foreign language films, or new religious services; or in other ways learned about or interacted with people of another culture” (p. 369).

Although intercultural communication benefits from any type of cross-cultural experience, study abroad has also been shown to increase students’ interest in learning more about global and cross-cultural issues. Hadis (2005) surveyed students after they had studied abroad, and asked them to retrospectively reflect on how they had changed as a result of their study abroad experience. Students claimed that they had improved their foreign language proficiency, increased their interest in international news, and read more newspapers after studying abroad than before. Additionally, “interest in issues discussed in the United Nations, as well as an interest in the disparities between rich and poor countries, show[ed] a dramatic increase as a consequence of the exposure to study abroad.” (p. 8) In addition to their increased interest and attention to issues of international importance, after studying abroad students felt more comfortable and confident traveling abroad (particularly to non-English speaking countries), and felt “personally more independent, outgoing and friendly toward people from other countries” (p. 9). Students also gained knowledge about the geography, politics, and economics of their host countries. Hadis attributed these gains to the study abroad experience itself, after controlling for the possible impact of maturation by comparing students of different ages who studied abroad.

A recent study initiated by the University of Georgia System, the GLOSSARI project, offers perhaps the most comprehensive data on study abroad to date (Sutton & Rubin, 2004). In Phase I, researchers compared students who had studied abroad to students who had not studied abroad. They used a post-test only design to compare students, but controlled for GPA and major in an attempt to discern what effect can be attributed to the study abroad experience as opposed to pre-study abroad characteristics of the students. They found that students who had studied abroad scored higher on measures of functional knowledge, understanding of global interdependence, and knowledge of cultural relativism. They found no effect in the areas of verbal acumen, knowledge of interpersonal accommodation, or knowledge of cultural sensitivity.

Functional knowledge dealt with students’ ability to navigate life in a foreign country. The largest effect of the study was in this area – “Students who had studied abroad reported a higher level of functional knowledge than did their peers who lacked this horizon-broadening experience.... over 30% of the variance in this outcome could be attributed to studying abroad” (p. 77). Students who studied abroad also showed higher levels of understanding of global interdependence, regardless of major, indicating that this is likely to be a result of study abroad, not of pre-existing characteristics of students who choose to study abroad. Additionally, students who studied abroad increased their knowledge of cultural relativism, “the cognitive realization that one ought not judge other cultures or respond to individuals from those cultures based on one’s own ethnocentric values and practices....” (p. 78).

Although their findings are interesting, like many post-test only designs there are significant questions about the degree to which differences could be attributed to pre-study abroad characteristics that lead students to study abroad or not in the first place. However, future phases of the project will include not only pre- and post-test analysis, but

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also an examination of the relationship between program characteristics and outcomes and of long-term impacts of study abroad.

International Service-Learning

Most of the research on study abroad has examined traditional semester or year-long programs, with a smaller body of literature focusing on the new trend of faculty-led short-term study abroad experiences. Few of these studies actually detail the various characteristics of the programs studied. One recent study, however, shows the potential for service-learning based study abroad to contribute to global leadership outcomes.

Kiely (2004) conducted a longitudinal case study of students who had participated in an international service-learning course in Nicaragua. He characterized the overall process by

which students' perspectives were transformed through this experience as "emerging global consciousness" (p. 9). He also identified six dimensions of perspective transformation, including political, moral, intellectual, cultural, personal, and spiritual. Of particular relevance to global leadership development are the political and cultural dimensions. Along the political dimension, students expanded both their local and global sense of social responsibility, while along the cultural dimension students began to question their own cultural norms and values. Just as service-learning can be an important feature of socially responsible leadership development on the domestic level, it appears from Kiely's research that international service-learning can do the same for global leadership development.

Study Abroad Resources

A recently published book edited by Ross Lewin (2009) of the University of Connecticut can serve as a great resource for leadership educators looking to explore the theoretical connections between study abroad and global citizenship, a concept closely related to global leadership. *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* covers a wide variety of topics in chapters addressing how study abroad can contribute to the development of global citizenship. The book also provides a number of examples of innovative study abroad programs.

Other great resources for study abroad information include NAFSA: Association of International Educators (<http://www.nafsa.org/>) and the Forum on Education Abroad (<http://www.forumea.org/>). The Institute for International Education (<http://www.iie.org/>) provides a number of great online and print resources, including the annual Open Doors report that provides key statistics on U.S. students abroad and international students in the United States. In addition, the Council for the Advancement of Standards in Higher Education (CAS, 2009) has established a standard of practice for Education Abroad Programs and Services that may be of interest to readers.

Other Global Leadership Resources

The Intercultural Press in Yarmouth, ME has a long list of titles and resources for those seeking to understand cross-cultural issues in organizational dynamics and leadership including Bennett's (1998) work on intercultural communication. For a catalog write 374 U.S. Route 1, Box 700, Yarmouth, ME 04096. Hammer and Bennett's (1992, 2002) Intercultural Development Inventory is fairly widely used as a measure of skills related to global leadership effectiveness based on Bennett's developmental model of intercultural sensitivity (see www.idiinventory.com).

The International Leadership Association (www.ila-net.org) and the Aspen Global Leadership Network (<http://www.aspeninstitute.org>) are examples of associations that connect those in the study of global leadership. There are an encouraging number of centers for global leadership including those that focus on youth programs as well as undergraduate and graduate majors such as the Ph.D. in Organizational Leadership with a Global Leadership Major at Regent University (www.regent.edu/acad/global/academics/phd/gl_requirements.shtml).

Conclusions

In an ever increasing globalized world, curricular and co-curricular leadership development programs for college students must taken into account what competencies students will need in order to be global leaders. While study abroad is not a silver bullet for global leadership learning, studies have shown that it can contribute by increasing students' flexibility and adaptability in different cultural settings, students' intercultural communication and global knowledge, interest in learning about international and cross-cultural issues, appreciation of cultural differences, and ability to relate to people from different cultures.

While study abroad can be an important tool for teaching global leadership competencies, leadership educators should proceed with caution, particularly when trying to include short-term study abroad opportunities in leadership education.

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M S L
MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

MSL is an annual, international study exploring the role of higher education in shaping leadership development among college students. The study examines a wide array of leadership outcomes (self-awareness, citizenship, collaboration) and leadership-related outcomes (cognitive skills, efficacy, social perspective-taking). It also explores how students engage with the college environment (meaningful relationships, involvement patterns). Findings from MSL 2010 will allow your school to:

- Understand student experiences influencing leadership development on your campus
- Obtain a benchmark for comparing leadership outcomes internally and externally with national and peer norms
- Develop evidence-based programs, interventions, and services.

"Participating in the MSL has provided us a wealth of information about our students, their experiences, and how they learn about and understand leadership. The data is extensive and has been an important source of information for institutional assessment efforts. It has helped us measure a number of departmental and university learning outcomes."
—Dr. Jim Dowley, Senior Associate Dean of Student Development, Marquette University

MSL is a project of the National Clearinghouse for Leadership Programs in conjunction with the Center for Student Studies.

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tion and development programs. The literature on short-term study abroad programs, and on study abroad in general, shows a variety of outcomes (or lack thereof), likely as a result of varying program characteristics. More research is needed to explore different program characteristics that can contribute to the development of global leadership competencies in order to create the most effective student programs.

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