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Biography – Dr. June Schmieder -Ramirez

Dr. Schmieder-Ramirez is currently Program Director of the Doctorate in Organizational Leadership and the PhD in Global Leadership and Change at Pepperdine University. She has co-authored several texts on finance and is the editor of the Journal of Global Leadership.

She facilitates the International Center for Global Leadership Conference every July at the Roberts Grove Conference Center in Placencia, Belize. She is very interested in the topic of technology and how technology may help developing economies.

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Integrating Leadership Competencies, Values and Cultural Attributes to Optimize Global Seller Initiatives – A Three Dimensional Approach

Presented at the International Center
for Global Leadership Conference
July 2016 – Placencia, Belize

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Introduction

The idea of corporate social responsibility (CSR) has been growing and evolving across the global business landscape for the last several decades.

As a result of the adoption of the major themes and tenets of corporate social responsibility by so many corporations as well as public entities such as government and non-governmental public institutions, the concept has evolved to such an extent that it has taken on a number of different forms and meanings up to the present day.

From the earliest attempts to discuss and define corporate social responsibility, a number of interpretations have been offered. Astute observers have noted that CSR strategies in business organizations are driven by a number of diverse influences, such as customers, employees, suppliers, community groups, governments and stockholders. Such influences naturally result in a myriad of conflicting goals, which in turn perpetuate the lack of clarity in arriving at a practical definition of CSR.

McWilliams and Siegel define CSR as "actions that appear to further some social good, beyond the interests of the firm and that which is required by law" (McWilliams and Siegel, 2001).

Indeed, some have gone on to illustrate examples of the kinds of activities organizations engage in when practicing corporate social responsibility as they attempt to serve a variety of internal and

external stakeholders. These activities include, but are not limited to, examples such as: 1) Timberland shutting down business one day a year so thousands of workers can participate in company sponsored philanthropy, where employees work with local charities; 2) Starbucks offering "socially responsible" human resource policies, such as paying above market wages and vacation time, discretionary health care and retirement benefits, access to fitness facilities and child care services, etc.; 3) Wal-Mart switching to recyclable cardboard and other cost-improving, waste reduction methods to reduce landfill and save trees; 4) Procter & Gamble redesigning Folgers coffee containers to reduce plastic consumption and other environmentally friendly, cost reducing practices; 5) Aeropostale donating 15,000 unsold coats to non-profit organizations providing clothing to needy children; and more (Bliss, 2011).

There are multiple agendas being served under the corporate social responsibility umbrella. Among these are not only "actions that appear to further some social good, beyond the interests of the firm and that which is required by law", as McWilliams and Siegel suggest, but in the modern day application of CSR and many derivative programs and policies, organizations are actively tying socially responsible actions to tangible financial performance outcomes.

The trend in businesses paying more attention to the notion of CSR, as defined above, appears to also be linked to the idea that businesses that are admired most are those that are led by individuals who try to ensure that their values, beliefs, passions and related social and philanthropic intentions are lived out as they declare their desire to do something good beyond merely making and selling goods and services to reap profits. In short, they aspire to operate their enterprise in ways that can be described as socially and ethically responsible. Given this line of reasoning, according to Pereira, "people like to feel good about where they work and what they do", and employees are less likely to quit socially responsible companies (Pereira, 2003).

Indeed, these kinds of activities are part of what has driven organizations to adopt a newer framework for CSR strategies. These current-day strategies have come to be known by other names, as well, such as "triple bottom line", SEER (Social, Ethical and Environmental Responsibility) and SEERS (Social, Environmental, Economic Responsibility and Sustainability), to name a few. All of these initiatives essentially seek to ensure that shareholder value and financial viability are linked to, and even enhanced as a result of, any social responsibility strategy (Bliss, 2011).

It is worth noting that the "triple bottom line" framework (Slaper and Hall, 2011) is centered around the elements of "people, planet and profit", an approach that remains true to the ideals of fostering social and environmental responsibility, while simultaneously ensuring that the financial objectives and cost accounting methods carried out while running the enterprise (whether a private sector business or public institution) are not ignored as they take into account the positive and negative impact of their business practices. This includes acknowledging that often times business operations have had a deleterious effect on the environment or on citizens, from causing damage to fragile ecosystems (think pollution, deforestation, strip mining, etc.) to harming human health (ingestion or exposure to carcinogenic byproducts such as first or second hand smoke, asbestos, toxic chemicals, etc.). In short, the triple bottom line approach, as originally conceived, intends that economic prosperity is more fully valued, and valuable, when it is attained along with environmental quality and social justice (Elkington, 1997).

For the purpose of this analysis, we have opted to focus on the SEER model as defined and advocated by the Graziadio School of Business and Management (GSBM) at Pepperdine University, which offers a certificate program through its curriculum of course offerings which introduces what it calls the "critical fourth factor" added to the triple bottom line of People, Planet and Profit. That fourth

factor is Product. GSBM's online literature describing the SEER program identifies its key differentiator as follows:

These four macro-values – Corporate Social Responsibility ("People"), Environmental Stewardship ("Planet"), Financial Strength ("Profits"), and Product/Service – illustrate the crux of the SEER philosophy. These values do not operate in isolation. Rather, they function as a system, with many areas of overlap and interaction. Decision-making is rarely, if ever, guided by one of the four values individually (Pepperdine, 2016).

An Integrated Three Dimensional Approach

Given this background, along with the prevailing attention and adoption of the SEER/Corporate Social Responsibility movement in public and private sector organizations today, it is compelling to consider the crucial challenges and the complex tasks facing leaders of these enterprises today as they contemplate their approach to mobilizing their workforce to carry out their SEER strategy. If the very success of their enterprise relies on this SEER strategy to optimize overall corporate performance through the integration of people, planet, profit and product goals, then leaders must ask these three questions:

1.   What competencies must our leaders have (i.e., What must our leaders be good at?) in order to attract, retain, develop and deploy a workforce that understands and is able to effectively execute the SEER strategy, and in so doing, optimize organizational performance?

2.   What values must our leaders believe in, exhibit in their daily actions, and instill in others in order to ensure they (and the workforce they manage) are in alignment with the SEER strategy?

3.   What cultural attributes must the leaders of the organization promote and sustain to ensure alignment with the SEER strategy to enable smooth, efficient execution of the organization's plans to achieve optimal performance?

These three dimensions – competencies, values and organization culture – are inextricably linked to organization performance, and as with virtually any enterprise, the ability of the organization's leaders to define, focus on and create what it needs and expects to manifest in these three areas will be fundamental to its success, especially as it contemplates introducing and sustaining its SEER strategy.

Leadership Competencies

Boyatzis described some of this phenomenon as he discussed his model for managerial competence and job performance, arguing that "Effective performance of a job is the attainment of specific results (i.e., outcomes) required by the job through specific actions while maintaining or being consistent with policies, procedures, and conditions of the organizational environment" (Boyatzis, 1982).

While there are a multitude of leadership competency models in the literature as well as in corporate and public practice, it would be valuable to consider at least a couple of these, if only for illustrative purposes. For example, in Daniel Goleman's Emotional Intelligence competency model (applicable for leaders, as well as for individual contributors), he puts forth a well organized collection of skills, attributes and behaviors (i.e., competencies) with behavioral descriptors that, when practiced at a high level of proficiency, result in individuals being able to achieve high degrees of self awareness and social awareness, which in turn allows them to be more effective at self management and relationship management in the workplace. Such proficiency increases the likelihood for achieving higher levels of individual performance and organizational effectiveness (Goleman, 2000). Included in this version of

Goleman's Emotional Competency inventory are items such as emotional self awareness, accurate self assessment, self confidence, emotional self control, transparency, optimism, adaptability, achievement orientation, initiative, empathy, organizational awareness, service orientation, developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. Along with these competencies, Goleman also describes six leadership styles that are ideally part of the large repertoire of capabilities that a leader can draw from and apply, as appropriate, to any given situation he or she is confronted with.

Similarly, the Center for Leadership Studies has developed a leadership competency model that is applicable to selecting and developing effective leaders in the workplace. This model incorporates topics, themes and categories that are somewhat similar in nature to the Emotional Intelligence model, but are organized into a structure that emphasizes Leading Self, Leading Others and Leading the Organization, including, but not limited to, such competencies as managing change, solving problems and making decisions, taking risks and innovating, setting vision and strategy, managing the work, managing politics and influencing others, demonstrating ethics and integrity, displaying drive and purpose, managing yourself, developing adaptability, increasing self awareness, communicating effectively, building and maintaining relationships, managing effective teams and work groups, valuing diversity and difference, and more (SHRM, 2008).

In addition, we are living in a world of increasing globalism, especially in the field of international commerce, where business leaders are more likely to be required to work across geographic and political boundaries, especially, though not exclusively with a multitude of global actors (Boyer, Hudson and Butler, 2013), either in person or virtually, and must therefore be more globally aware, astute and skilled. This means there are surely additional global leadership competencies to be considered which are not mutually exclusive of the examples mentioned above. One example of where some of

these global leadership competency descriptions can be found is in the Global Mindset Inventory (GMI), an assessment tool which evaluates the characteristics an individual needs to effectively influence people who live and work in cultures different from their own. These competency descriptors include items such as global business savvy, passion for diversity, social capital, thirst for adventure, self-assurance, diplomacy, intercultural empathy, interpersonal impact, and more (Mendenhall, 2013).

While this study is not intended to be an exhaustive treatise on leadership competencies, the preceding examples of leadership competency models should serve as a representative illustration of the kind of capabilities today's leaders must consider as they lead the organizational planning process required to develop a SEER strategy, to manage the people in the organization who will do the work, and to shape the organizational culture that will provide an optimal work environment for the SEER objectives to be realized.

Values and Culture

As the architects and the conscience of the organization's culture, it is incumbent on these leaders to not only define and execute the SEER strategy, but they must also have the savvy to understand, define, build and sustain a work environment that will help individuals know how to behave and think in ways that are truly aligned with the overarching SEER mission and strategy. Given this responsibility, leaders must be mindful that they will shape the underlying forces and events that reflect the organizational culture. These include the values of the organization, which will set the tone for social, ethical and environmental responsibility, including how employees think, feel and act toward and with those SEER objectives.

Because leadership styles significantly influence a firm's CSR practices, we can infer that leadership styles influence SEER practices, as well. And while both transformational and transactional leadership styles play different roles in both the theory and practice of institutional CSR (Du, Swaen et. al., 2013), this notion is worthy of further investigation to examine how other leadership style

frameworks and competency models might somehow be integrated to optimally influence the people and the organizations these leaders manage as they endeavor to carry out their SEER objectives.

In addition, the cultural signposts that show up in the organization, which incumbent leaders are responsible for influencing, include any and all group norms, policies, operating principles, written and unwritten rules for "how we do things", the work climate (physical and emotional), habits, shared meaning/understanding (from communications, interactions and perceptions), formal and information rituals, and the like (Schein, 2010).

Prior studies have also specifically suggested that employee attitudes toward their company's CSR policies are affected by the organizational culture and climate, especially where those CSR policies are reflected in terms of values (as opposed to compliance), and by their impressions of top management's attitudes to CSR issues and performance (Collier and Esteban, 2007)

All of these will differ from organization to organization, and from SEER strategy to SEER strategy, but they must be given conscious consideration in their conception, design and implementation in actual practice, such that they align with and support, rather than conflict with, the mission of the organization and its SEER goals.

Practical Application – SEER in Belize

This three dimensional approach was taken by the OCEAN Belize project team (Kenneth Murphy, David Keszei and Noy Loeur) in its May 2016 Belize project sponsored by Pepperdine University.

OCEAN Belize team members developed a prototype business model for a resource center, business consultancy and advisory network designed to enable new and emerging businesses in Belize to avail themselves of a wide cross section of resources and support services (via vendors and subject matter

experts) dedicated to supporting economic development in the country of Belize. These services were designed to address the Organizational, Culture, Educational and Economic needs of these new and emerging businesses, creating a coalition of professional experts to implement these services in a manner that is socially, ethically and environmentally responsible and value-added to the clients, citizens, government and any associated stakeholders in Belize.

In this business model, a portion of the profits of the OCEAN Belize enterprise are scheduled to be set aside to fund a non-profit, philanthropic enterprise that will also solicit additional corporate sponsorships and investments to help set up new community centers and shore up the existing infrastructure to strengthen and staff existing community centers in Belize. These community centers will be staffed by local citizens, and will provide highly engaging "play-to-learn" habitats for young adolescents and vocational training for young adults to fill the perceived "risk vs. opportunity gap", especially targeting those young adolescents who are not attending high school, helping to improve the odds for growth, development and future job opportunities for Belizeans who choose to take advantage of the services offered at these community centers.

During the initial phase of this project, the SPELIT model of analysis was used, which supports and is congruent with the SEER strategy. In SPELIT, we found it valuable to examine a number of key environmental components both inside and outside the organization as we formulated an approach to our business plan, focusing on discerning the legitimate needs of potential stakeholders, as opposed to forging ahead with an unproven plan to force-fit randomly conceived business solutions on an unsuspecting market that had been neither vetted nor validated (Schmieder-Ramirez and Mallette, 2007).

In the course of considering implementing this OCEAN Belize opportunity, it is anticipated that the three dimensional model for integrating leadership competencies, values and cultural attributes

described above will serve as the cornerstone for our business practice as we expand and implement our own global SEER strategy in Belize, and beyond.

Summary

While the limitations of time and resources constrain this initial overview of the major themes and questions addressed here, it is recommended that this three dimensional approach be considered as a framework for further research into how leaders can best optimize a SEER strategy to achieve the goals intended by the enterprise and its stakeholders. It would be advantageous to study existing SEER organizations to evaluate whether and how they address leadership competencies, values and cultural attributes as they execute their SEER strategy, and any current models that may have been put into practice that have proven to be successful or unsuccessful.

This three dimensional approach advocates that the leadership role is paramount in the planning and execution of the SEER strategy, not only for articulating and managing it's core business components – social, ethical and environmental responsibility, as defined by consideration for people, planet, profit and product – but for the leadership competencies, values and cultural attributes which enable SEER initiatives to be optimized in actual practice in the global enterprise.

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A Summary of Braeburn's International Peer-to-Peer Mentor Program

Presented at the International Center
for Global Leadership Conference
July 2016 – Placencia, Belize

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INTRODUCTION

The concept of global leadership emerged as a field of study separate from leadership in the 1950's. This trend continued in the 1960's and 1970's as an increase in the number of global leadership studies paralleled the globalization of businesses. By the 1990's, it was widely accepted that multinational corporations had a clear need to develop executives who could manage and lead with a global perspective. Today, not only multinational corporations, but nearly every United States business - large and small - is affected by the global economy and requires some degree of global leadership skills. This field has been extensively researched from many perspectives, however, a clear definition of both leadership and global leadership has not yet been agreed upon. Lane, Mendenhall and McNett argue that globalization is an attempt to describe what is in reality increased complexity. They identify four dimensions of complexity in the global context, asserting first that globalization is not just about more, but it's about more and different. Second, they explain the increase of interdependence in economies, teams, laws, etc. adds to increased complexity. Ambiguity resulting from varying cultures, languages, norms, etc. is the third aspect of increased complexity. Finally, the increasing pace of change is the fourth aspect. The whole system is always in motion, always changing at a faster and faster rate (Medenhall, Osland, Bird, Oddou, Maznevski, Stevens and Stahl, 2013).

College students today were born into this complex, global world and have no choice but to learn to navigate it. International trade, the flow of global capital, defense spending, transnational diseases, climate change, and political violence are examples of variables that affect each of us personally (Boyer, Hudson and Butler, 2013). These factors and others will also   play an important role in the careers of

college graduates. For these reasons, global leadership is fast becoming an essential skill and some students are interested in thinking more consciously about it. But how? What opportunities allow college students to both study global leadership and also practice it? Braeburn, LLC's International Peer-to-Peer Mentor (IP2P) program provided answers to these questions.

The purpose of the IP2P program was to expand cross-cultural knowledge and international relationships. It focused on a community of undergraduate college students with a common interest in global leadership and added to their classroom educational experience by providing an environment for collective learning outside the classroom. The program gave these students a real world situation in which to apply leadership theory and to practice leadership skills. Studying about global leadership and practicing global leadership are both important learning paths. Truly global leaders embrace pervasive learning, drawing on formal, informal, and social learning channels. This program broadened the participants' roles as learners from consumers of traditional pedagogical information to a proactive creators of information as student pairs interacted, learned from each other and developed close relationships all while located nearly 10,000 miles away from each other.

BACKGROUND

Braeburn, LLC is a nonprofit organization founded in 2014 whose mission is to provide educational and leadership opportunities to underserved youth. The overarching goals of the IP2P program were to:

1. Recruit U.S. college students and first generation Indonesian college students who were interested in global leadership to participate in the program
2. Observe the IP2P Community of Practice and assess its effectiveness
3. Summarize the students' mutually beneficial learning outcomes potentially leading to future research and programs

The remainder of this report includes the following sections: secondary research used in the design of the program, methodology of the program, program results and analysis, and recommendations for future programs.

SECONDARY RESEARCH

The secondary research for this program included a review of literature on mentoring, e-learning, leadership and learning theory. The primary goal of the program was to facilitate learning so the most emphasis was placed on learning theory. Four learning theories that guided the program are summarized below.

Communities of Practice

Etienne and Beverly Wenger-Trayner are the founders of a concept entitled Communities of Practice. Communities of Practice are groups of people who share a concern or passion and learn more about it as they interact regularly (Wenger-Trayner, 2015). This was the theoretical framework of the IP2P program. Communities of Practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor. For example, a group of engineers working on similar problems or a gathering of first-time managers helping each other cope (Wenger-Trayner, 2016). In this case, the Community of Practice was composed of U.S. and Indonesian students with a shared interest in developing global leadership skills. Although they came from diverse backgrounds, all students shared a passion for global learning, developing international relationships, and mentoring. The students applied to the program in the fall of 2015, were notified of acceptance by December 1, 2015, were trained during the month of December, 2015 and then participated in the peer-to-peer mentor program for eight weeks from January 11, 2016 - March 6, 2016. Because the students belonged to a Community of Practice for approximately three months, the program provided an environment to experience the complexity of global leadership and practice global leadership skills over several weeks in a real world setting.

Adult Learning Principles

Malcolm Knowles, known as the Father of Adult Learning, was also influential in the IP2P curriculum design. In 1973, Knowles published a landmark book, The Adult Learner, in which he presented the differences between traditional teacher-led pedagogy and unique attributes of the adult learner, also known as andragogy. His andragogical model includes six core adult learning principles: the

learner's need to know, self-concept of the learner, prior experience of the learner, readiness to learn, orientation to learning and motivation to learn (Knowles, Holton III and Swanson, 2015). The college-aged students in the IP2P program were considered adults when the program was designed, hence, Knowles' principles were employed. Only students who had a strong desire to learn more about global leadership and recognized this as a unique opportunity for hands-on experience were accepted into the program, therefore, the learner's need to know was addressed. All students who participated see themselves as emerging global leaders, are eager to learn more and to practice their skills, that is, they have a global self- concept and possess a readiness to learn. The student population had varying experience developing intercultural relationships, but all had at least some experience with the technology used (Skype, Survey Monkey and Facebook). In addition, since this program was on a volunteer basis and conducted during the school semester, a strong orientation to learning and a motivation to learn outside the classroom in an environment where there was no formal grade or college credit given was imperative and screened for with each student application. Together, consideration of these factors helped create an achievement oriented cohort with a growth mindset.

Pervasive Learning Theory

The design of the IP2P curriculum also drew heavily on the concepts of pervasive learning. Pervasive learning can be defined as learning with a collaborative, continuous, connected and community-based growth mindset. The basic idea is that learning happens everywhere, not somewhere. That is, learning is not, and should not, be confined to a classroom. Instead, it happens through formal, informal and social channels (Pontefract, 2014). In the case of developing the complex leadership skills necessary to be an effective global leader, one may argue it is even more important to get out of the classroom and experience learning in the world. In several studies, results show becoming a global leader and developing intercultural sensitivity is enhanced through experience. Joyce Osland's research supports this notion. Osland and her team studied a sample of global leaders at INSEAD, a highly diverse graduate business school in France. She and her colleagues found that not all of the leaders had international backgrounds. They were, however, highly intelligent, quick learners who had been transformed by exposure to significant experiences different from their native culture at some point and, as a result, developed cognitive and social flexibility (Osland, J., Bird, Osland, A. and Oddou, 2007). The IP2P

program was designed to provide exposure to cultural differences and facilitate cognitive and social flexibility. Learning indeed happened throughout the duration of the IP2P program and in various geographical locations, for example, between the student pairs when they interacted, learned from each other and developed relationships; among the U.S. student group and among the Indonesian student group as they compared experiences with classmates from their own countries; in the interactions between Braeburn headquarters and all students during training and throughout the mentor period as they worked through challenges due to technology challenges, time zone differences, cultural differences, socio-economic differences and language barriers; and even the communications and actions of the curriculum designers and facilitators of the IP2P program who modeled global leadership behaviors to all the students in the program.

Learning was quite pervasive and effectively facilitated through formal (training), informal (role model) and social (Communities of Practice) channels.

The Role of E-Learning

The IP2P program is a 21st century version of an old fashioned pen pal program in which students mailed handwritten letters to each other as a means of developing writing, penmanship, critical thinking and interpersonal skills. As Haythornthwaite and Andrews propose in their book, E-Learning Theory & Practice, the rise of technology and social media in learning has

helped recast the role of learner from a recipient of predetermined information to a joint creator of information and learning contexts. It places an increased emphasis on collaboration and leads us to consider how to create the conditions that support pooling and co-construction of knowledge and resources (Haythornthwaite and Andrews, 2011). Due to the global nature of this program and the demographics of the participants (college students, ages 17-23, physically located around the world), technology and social media were very important components of creating a learning context. The technologies and social media used to assist in achieving this environment were Skype video conferencing software, Survey Monkey to collect weekly participation data, and a private Facebook group to communicate information about the program and allow students to interact virtually via posts, likes, comments and photos. Technology and social media provided both depth (interacting through real

time video and social media posts) and breadth (students located 10,000 miles apart) to the learning experience. It also offered students the opportunity to experience some of the realistic complexities of today's global leaders.

PROGRAM METHODOLOGY

The IP2P program was designed over an eight week period in October and November, 2015. Students were recruited and trained in December, 2015 and the eight week peer mentoring period was January 11 - March 6, 2016. The U.S. students all have an interest in topics such as global leadership, social entrepreneurship, nonprofit management and international affairs and attend the following nine schools: University of Colorado - Boulder, Arizona State University, Grand Canyon University, Fort Lewis College, Durango High School and Animas High School. The Indonesian students are all first generation college students who come from poor, rural villages on remote islands of Indonesia and who currently attend the following schools: Pakuan University, Interstudi University and Sahid Institute of Tourism.

During the mentoring period, students were instructed to complete three tasks each week:

1. One video chat per week. The minimum suggested interaction was 30 minutes, however, longer and more frequent video chats were also encouraged.

2. One Facebook post, comment, like or photo each week to our private community Facebook group. The Facebook page also provided an academic prompt and a cultural prompt for discussion each week.

3. One survey per week. The survey asked students what they learned from the academic and cultural prompts plus some questions about the meeting time, duration, challenges, etc.

Barriers and challenges the students encountered offered a rich environment for practicing intercultural sensitivity and leadership skills. Examples of challenges the students faced include cultural differences (American and Indonesian cultures), socio-economic differences (developed world versus developing

world), language differences (English versus Bahasa), time zone differences (12 hour difference), and technology differences (access to computers, smart phones, video chat software and wifi).

Braeburn executed this program operating with a budget that is funded as needed, and human capital resources were limited to a volunteer staff of 1.5 full time equivalent persons, including three interns who also benefitted by learning how to research, design, execute and evaluate a global leadership program.

RESULTS AND ANALYSIS OF RESULTS

There were three overarching goals of the program.

Goal 1: *Recruit at least five U.S. undergraduate college students and five first generation Indonesian college students to participate in this program.* The initial scope of the program was intended to be ten students in total. After briefly promoting the program, there were over 20 students who applied, the student limit was doubled to include ten students from the U.S. and ten students from Indonesia, and goal number one was achieved. Due to the high demand, Braeburn concluded this program fills a need for students to have hands-on opportunities to practice leadership skills. Much like a company that has found a way to create value for customers, the IP2P program has created value for these students, referred to as a Customer Value Proposition (CVP) by world renown innovation expert Clayton Christensen (Christensen, 2016).

Goal 2: Observe the IP2P Community of Practice and assess its effectiveness. Overall, student participation exceeded expectations. Considering the challenges faced, the completion rate of video chats, social media participation and survey participation was exemplary. Over 100 video chats took place and over 2,000 interactions were recorded in the Facebook group. A summary of the quantitative participation results are listed in Table 1.

Table 1: Summary of Quantitative Participation Results

Participation Results	
Pre-program training	• 100% student participation
Video Chats	• 112 total video chats were completed • 80% of students completed 8 of 8 video chats
Facebook Participation	• 100% student participation • Over 2,000 likes, comments, photos and posts
Survey Participation	• 40% of students completed 8 of 8 surveys • 35% of students completed 7 of 8 surveys • 25% of students completed 6 or less surveys • 90% of the students completed at least one survey

Qualitative results as captured in the weekly surveys give depth and meaning to the number of student interactions. Qualitative data was coded and categorized; Table 2 summarizes selected qualitative comments.

Table 2: Selected Qualitative Comments

Selected Comments
• *Buke really gave me a new perspective on how the world around us works. I am definitely walking forward with a whole new view and gratitude for my position in life.* • *Bebben told me about how happy he was that we got to work on his english together. He talked about how it gives him much more confidence when talking in english.* • *Rather than a specific statement, I have been so inspired by Suci's thankfulness and positive outlook on life. She has had a very different upbringing than me but appreciates even the smallest gestures.* • *I learned quite a bit about Indonesian culture from this program which was cool. Mostly just about daily life for my partner, Ferry Milu, which was amazing in itself.* • *I have inprove my english so when i work or have travel without my country i can speak englis or work in the europ or US company. because english is mostly inportant for our life.* • *The best part of this program is that I have made a true friend, despite all of the factors challenging that.* • *I learned that I am going to miss talking to Surya more than I thought I was going to. Surya was sad when I told him this is that last time we are skype calling for the program. I also learned that simply speaking English with him truly gave him courage to speak more English with me and others. Overall, this program has truly opened my eyes to a new culture and the importance of it.*

Goal 3: Summarize key, mutually beneficial learning outcomes leading to future research and programs. At the kick off of the IP2P program and again at the conclusion of the program, all of the U.S. and Indonesian students gathered for a group Skype. This was a technological and logistical feat

involving groups of students coming together physically in various geographic subgroups and then all Skyping into one group video chat. During this virtual gathering, students enjoyed a traditional Indonesian meal of Nasi Goreng (fried rice) and were awarded a Certificate of Completion. Each student was also given an opportunity to address the group and   explain key learnings from the program. It was during this process the following mutually beneficial outcomes were captured and recorded. They are summarized in Table 3.

Table 3: Mutually Beneficial Learning Outcomes

	Mutually Beneficial Learning Outcomes (Self-reported)
Indonesian Students	Improved English language skills Increased the probability of successful college graduation
U.S. Students	Raised global awareness and intercultural sensitivity Learned through teaching
All Students	Increased self-esteem & self-confidence Exchanged country culture knowledge and language skills Gained global leadership experience Collaborated to solve student-centric problems Built a deep understanding of another culture Developed intercultural listening, communication and empathy skills Developed relationships, and even friendships

RECOMMENDATIONS FOR FUTURE RESEARCH AND PROGRAMS

From the results of this program, a second phase is under consideration. Phase II may include an opportunity for some or all of the students to travel to the U.S. or Indonesia. If the next phase includes

travel, the Schmieder-Ramirez SPELIT Power Matrix is recommended as a framework for students to further global awareness, global leadership skills and intercultural sensitivity. This framework involves examining the social, political, economic, legal, intercultural and technological aspects of an environment (Schmieder-Ramirez and Mallette, 2007). In addition, the Schmieder Global Mindset Inventory or a similar assessment could be administered to the students pre and post travel to measure changes in realized, emerging and growth stages of the students. Finally, it is recommended that a curriculum design framework, such as the New World Kirkpatrick Model, be utilized in future phases to improve capturing pre and post data as well as specific student evaluation criteria.

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An Evaluation of American Millennials Leading Global Teams

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Introduction

American Millennials, born between 1982 and 2000, are the youngest and most populous generation in America entering the workforce today, numbering approximately 76 million. (Howe and Strauss, 2000) The Millennial generation, also known as Generation "Y," has a wealth of technology acumen, is group oriented and possesses a positive attitude. (Steinwart 2009, Tapscott, 1998)

The oldest cohort in the USA by age is the Baby Boomer generation; defined by being born between 1946 and 1964, with a population of 80 million. This generation, as the oldest, has about 10,000 reaching the age of 55 each day. The Generation "X" group is defined by being born between 1965 and 1984, with a smaller population than the other two cohorts at an estimated 46 million. (Fore, 2012)

The rapid retirement of the Baby Boomer generation coupled with the sheer size of the Millennials cohort has forced them into leadership positions faster than both the Generation X and Baby Boomer groups, creating rapid advancement within the Millennials ranks, but with potential consequences tied to the communication and leadership differences present within these different generations. (Fore, 2012)

Today's S&P companies' international revenue represents 52% of their yearly revenue stream. (Goldstein, 2015) This globalization has forced and incentivized companies to develop cross-cultural teams to penetrate emerging markets and expand in existing markets, as well as increased the interdependence, economic, social, technical and political, between nations. Also, globalization has required multinational organizations, to identify and select appropriate leaders for these entities, and to manage groups with culturally diverse employees (Northouse, 2016) Millennials will hold leadership positions within these multi-national companies and will be leading employees with diverse cultural

backgrounds. These young leaders will need to project specific managerial behaviors to be successful in this diverse cultural team environment.

Millennial Employee/Leadership Traits

Millennials, as employees, expect to receive sensitivity to their work-life balance, space to do their job, have a say in their work and their business, be rewarded for successes and be given frequent constructive feedback. (Espinoza, 2010) As followers, Millennials do not thrive under an authority leadership style and as leaders, they lead with tolerance for others, are value- centered, rule oriented and culturally sensitive. (Fore 2012)

Millennial managers expect to give fresh perspective and ideas, utilize technology, provide honest opinions and feedback, and receive high productivity and energy from their employees. They are highly inclusive and do not like to discriminate against others. They have close relationships with their parents and expect that their professional relationships with staff will also be close. Because of their constant utilization of technology and social media, Millenials managers expect to combine personal and professional lives, while posting it for the entire company and public to view. (Espinoza, 2010) Their utilization of Web 2.0 such as Twitter, Facebook, Snapchat and Instagram from an early age, throughout their formative years and into adulthood has developed unique communication habits and expectations. For example Millennials, through the constant utilization of email and texting have developed a sense of instantaneous feedback from an individual they communicate with electronically. (Fore, 2012)

In addition to the technological differences that Millennials experienced growing up, they also reflect socialization influenced by parental nurturing and praise that is far greater than any previous generation. They value the relationships they have built with parents and other family members and lack self-awareness on the higher power sharing distances present in more vertical organizations. Millennials enjoy and desire to work in teams, are goal oriented and want immediate feedback for their performance. (Fore 2012)

Technology and Millennials

Technology has seen tremendous advancements over the past 50 years. The public release of Netscape, 8/9/1995, which was the first Internet browser that enabled the general public to utilize the Internet for personal use serves as the starting point. Up until this point, the Internet was predominantly used by science and academia. (Friedman, 2005). Facebook was released to the public on February 4, 2004. (Phillips S., 2007) Twitter was released to the public in July 2006. (Carlson N., 2011), Instagram in October 2010 (Deseromaux, G., 2014) and Snapchat in September 2011. (Crook, Escher, 2015)

All of these social media platforms were part of the Web 2.0. Each of the release timelines sits directly within most of the current Millennial generation worker's young lives and were a fully functioning social media platform as they developed into adults. Web 2.0 has been a definitive factor in the communication skill development of the Millennial generation. (O, Reilly, 2005) It has enabled users to interact and generate user-generated content, such as blogging, wiki's, forums, etc. Good examples of this type of technology utilization are Facebook and Twitter. The term Web 2.0 originated from the O'Reily Media Web 2.0 Conference in late 2004. Although Web 2.0 suggests a new version of the World Wide Web, it does not refer to an update to any technical specification, but rather to cumulative changes in the way Web pages are made and used. (O, Reilly, 2005)

This ubiquitous use of Social Media as a way to communicate and solve problems has shaped Millennials into a fast paced, immediate reaction and transparent manager, who feels technology can be a tool for a leader to utilize in almost any situation. While technology plays an important part within a Millennial managers leadership portfolio, other cultures may not be as open or accepting of their transparency with regard to professional and personal lives, as well as their inner-team and managerial communication styles.

Leadership Behavior and Culture

The GLOBE research program, which stands for Global Leadership and Organizational Behavior Effectiveness, was initiated by Robert House in 1991, involving more than 160 investigators and measuring the responses of 17,000 managers in more than 950 organizations, representing 62 different cultures through the world. (Northouse, 2016) GLOBE researchers identified six Global Leadership behaviors and then measured those behaviors from most desired to least desired in ten different

geographical locations throughout the world. The ten different geographic segments are Eastern European, Latin American, Latin Europe, Confusian Asian, Nordic Europe, Anglo, Sub-Saharan, Southern Asia, Germanic Europe and Middle-East. (House, 2004, Northouse, 2016) These leadership traits combine to produce the most desired leader, given the culture represented. Each of the ten different geographic sectors require a different combination of leadership traits to be most effective.

Six Global Leadership Behaviors - GLOBE Study. (House, 2004, Northouse, 2016)

1. **Charismatic/value-based leadership** reflects the ability to inspire, to motivate, and to expect high performance from others based on strongly held core values.
2. **Team-oriented leadership** emphasizes team building and a common purpose among team members.
3. **Participative leadership** reflects the degree to which leaders involve others in making and implementing decisions.
4. **Humane-oriented leadership** emphasizes being supportive, considerate, compassionate, and generous.
5. **Autonomous leadership** refers to independent and individualistic leadership, which includes being autonomous and unique.
6. **Self-protective leadership** reflects behaviors that ensure the safety and security of the leader and the group.

GLOBE Leadership Traits, Desired by Geographic Region
(Leadership Traits in order of most important too least important)

Sub-Saharan: Humane, Charismatic, Team Oriented, Participative, Self- Protective, Autonomous

Anglo: Charismatic, Participative, Humane, Team Oriented, Autonomous, Self- Protective

Latin Europe: Charismatic, Team Oriented, Participative, Self- Protective, Humane, Autonomous

Nordic Europe: Charismatic, Participative, Team Oriented, Autonomous, Humane, Self- Protective

Latin America: Charismatic, Team Oriented, Self-Protective, Participative, Humane, Autonomous

Confusian Asia: Self- Protective, Team Oriented, Humane, Charismatic, Autonomous, Participative

Germanic Europe: Autonomous, Charismatic, Participative, Humane, Team Oriented, Self- Protective

Southern Asia: Self-Protective, Charismatic, Humane, Team Oriented, Autonomous, Participative

Middle-East: Self- Protective, Humane, Autonomous, Charismatic, Team Oriented, Participative

Eastern European: Autonomous, Self-Protective, Charismatic, Team Oriented, Humane, Participative

Source: House, R. J. (2004). Culture, leadership, and organizations: The GLOBE study of 62 societies. Thousand Oaks, CA: Sage Publications.

Conclusions:

American Millennials have been raised in a collaborative, open sharing environment where the line is blurred between those in charge and those who are following. This "horizontal" outlook of the world has entered into their workplace communication as young leaders, with varying degrees of success and failure. (Steinwart, 2009) As leaders, they have brought their inclusiveness and collaborative style of communication across multiple platforms of technology to the workplace and enabled a holistic form of the traditional team environment.

American Millennials, have had significant successes in business startups and technology innovation. Companies such as Facebook, Snapchat and Instagram were started and are run by, Millennials in senior leadership positions. The technology industry, which is currently dominated by Millennials, has had a tremendous effect on society around the globe and has fundamentally changed the way people view the world and their respective work roles.

Millennials style of communication translates well into companies that hire and promote services and products primarily to Millennials, but it is still difficult to accurately predict whether this open sharing communication style will lead to their long-term success or failure as leaders.

In comparison, Global leaders display traits and behaviors that are based on the cultural differences of geographic locations. Each respective region rewards a different combination of leadership

traits and consequently leaders must demonstrate a different combination of the six leadership traits to be most effective, depending on their team's cultural background.

For purposes of this paper, the researcher has interpreted American Millennial leadership traits, detailed earlier, to match those characteristics of the GLOBE study, using some interpolation. By combining the American Millennial leadership traits with the GLOBE traits, it enables a comparison to be made between the two using common criteria.

American Millennial's leadership behaviors are most associated with the following Global Leadership Traits, as defined by the GLOBE study: Humane-Oriented, Participative, and Team Oriented. Using a nominal scale to assign numerical values to the six different Global Leadership Traits, (1=Autonomous, 2=Self Protective, 3=Charismatic, 4=Team Oriented, 5=Humane, 6=Participative) and then comparing this to the GLOBE study which measured the desirability of each trait; and then ranked in order of importance all six Global Leadership Traits, for each of the ten different geographic locations.

Based on scoring American Millennials would appear to be best suited to lead teams within the following geographic regions (from most suited to least suited).

1. Sub Saharan
2. Anglo
3. Latin Europe
4. Nordic Europe
5. Latin America
6. Confusian Asia
7. Germanic
8. Southern Asia
9. Middle-East
10. Eastern Europe

This ranking reflects the desirability of the following behaviors, Humane, Participative and Team-Oriented, as being most desired traits for a leader within the respective region. These leadership traits are most closely aligned with American Millennials behaviors and could help organizations understand and utilize the strengths Millennials possess, when building international teams.

While this research is not a definitive assessment of American Millennials leadership capabilities throughout different regions of the world, it does show that certain Millennial leadership traits might be more effective in certain geographical areas based on cultural similarities and desired leadership traits within that respective culture.

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2 Million Slaves

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The FBI reports that sex trafficking is "the most overlooked and under investigated form of child sex abuse facing American society today" (2010). Sexually exploited children do not specifically rank as a priority. The FBI's number one national security requirement is protecting America from a terror attack (FBI, 2015).

Sadly, this is not only an American sentiment this ideology is shared across most of the world and is the reason that trafficking for sexual exploitation is believed to be the fastest growing form of criminal activity in the world (Gozdziak & MacDonnell, 2007).

One can only speculate as to why this travesty isn't receiving more attention on a global platform. The ignorance of political awareness can lead one to assume that some foul play must be happening amidst politicians and their involvement or participation with this horrific degradation of human life. Historian David Johnson (1979) writes that in America by the mid-1800s, police were taking bribes from vice entrepreneurs to protect prostitutes. In other words, the proposition that the government may be turning the volume on this topic down intentionally would not be out of line based on what history tells us. Many of the traffickers are a part of an organized criminal network and are strongly influenced by the $60 billion per year that comes in from this "industry" (Kara, 2009).

It may seem that those in power and those treated as slaves are far apart but as Chesney (1972) remarks "nothing formed so close a bond between the underworld and respectable society as

prostitution." Before moving on it is important to define a few key terms. Sex trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act. A commercial sex act is any act of sex on account of which anything of value is given to or received by any person (Kotrla, 2010). As Hughes explains, sex trafficking and prostitution, though not the same, are similar in the perception of both as sexual acts against other humans (2004).

The term white slavery, "traites de blanche," was first officially used in 1902 at a conference held in Paris, where representatives of several countries governments met to create an international agreement for the suppression of white slave traffic. Under this agreement, the signatory parties were responsible for creating an authority which would collect information on the traffic in women and girls for immoral purposes and to provide protection from it (United Nations, 1976).

The United States has been guilty in the past of creating a market as well as a culture that allows it for sex-trafficking to take place to provide enough women for the men stationed at international bases. In 1995 three U.S. servicemen raped a 12-year-old Japanese girl. Following the incident Admiral Richard C. Macke, then commander of United States forces in the Pacific, commented to reporters that he believed the accused servicemen's actions were "…absolutely stupid…For the price of renting a car, they could have had a girl (Kronsell, 2012)." Instead of coming down harshly on the three young enlisted men as he presumably intended, Macke presented what historian Bruce Cumings has called a "ubiquitous and unremarked upon" reality among U.S. military bases overseas: the widespread existence of prostitution catering to U.S. servicemen.

Finally, in 2005 the United States started to become aware of the issue of sex trafficking when Chris Hansen did an NBC Dateline television special that featured children as young as five years old being sold as slaves for sex in Cambodia (Hansen, 2005). According to two research studies, at least 70 percent of women involved in prostitution were introduced into the commercial sex industry as a minor,

or before the age of 18 years old. Any minor under the age of 18 who is used in a commercial sex act is a trafficking victim (Hughes, 2007).

Stories about the Summer 2006 World Cup events in Germany fueled the Bush administration's cry to end the demand for trafficked persons. In Germany, where prostitution is legal, it is estimated that during the World Cup, up to 1 million women and girls were trafficked into Germany to provide the local brothels with humans to meet the needs of the influx of soccer fans (Landler, 2006).

On a conservative scale, according to a U.S. State Department (2005), there are between 14,500 and 17,500 persons trafficked into the United States per year. According to the Department of Justice (2011), as many as 300,000 children may become victims of commercial sexual exploitation. Ninety-six percent of these are females, and over half are minors (Yen, 2008). The United States ranks as the second largest market for women and children trafficked for the purpose of sexual exploitation (Mizus, Moody, Privado, & Douglas, 2003). Most reports on sex trafficking focus on foreign nationals as victims who were trafficked into the United States; however, research has shown that there are more Americans than foreigners who are victims of sex traffickers within the United States (Hughes, 2007).

According to U.S. intelligence, the former Soviet Union supplies the largest source of women for the sex industry and most are victims of trafficking (Richard 1999). The reason for this is mainly due to the economic downturn in the 1990's which forced many of the poor to find employment by any means necessary (Rimashevskaia, 2002).

Technology has created an online market for sex trafficking. Today "Johns" can use certain websites, such as craigslist.org, to shop for sex with a prostitute (Shively, Michael and Kristina Kliorys, Wheeler & Hunt 2012). Pimps are now able to market their victims to a wider populace of customers online than ever before. (Hughes 2004).

Countries such as Australia, New Zealand and The Netherlands have legalized the act of prostitution in hopes of regulating the industry and providing safety for the sellers of sex (Yen 2008). However, the majority of countries worldwide, including the United States of America, have continued to criminalize the act. Kathleen Barry concludes the statistics available on the international sex trafficking are underreported and almost indecipherable (1979). One reason for this, Barry notes, is that while international prostitution receives official "lipservice," it is perceived as a diplomatic "thorn." It appears that global powers feel as if they are dealing with an invisible giant. Perhaps until their children are affected by this atrocity, they will continue to turn a blind eye and act as if their hands are tied when asked to help form a solution.

Nagel (2000) explains how sexuality and ethnicity interact and how their boundaries create "ethnosexual frontiers." Global sex trafficking capitalizes on this exoticization and consumption of ethnosexual contacts. It has become a disturbing business model with what other industries would describe as "product lines". Ethnicities become new brands of sexual products. Both Japan and Switzerland have special visa programs which allow foreign nationals to travel to these countries as "entertainers."

Perhaps, the most heartbreaking issue preventing sex trafficking from coming to an end is that many of the trafficked humans are being treated as criminal aliens by authorities, viewing their lack of citizenship documentation as a crime rather than a symptom of a broader problem (Easton & Matthews, 2012). This incompetence is further creating a label of victims trafficked as the criminals in place of the overarching system that is allowing it to happen.

As Becker explains, Labeling Theory states that human behavior is not inherently deviant. Rather, it is the reaction to the behavior of others that identifies the behavior as deviant or not based on social norms (1963). This theory states that being labeled as deviant can have future consequences on a

person's social identity by causing them to believe they are indeed deviant (Lemert, 1972). If trafficked

or abused victims begin to think that they are responsible for their victimization they will be less likely

that to seek out victim services or ask for help from law enforcement. Incorrect self-labeling is most

likely why there have not been more cases brought against traffickers. Former trafficking victims have

been led to believe that they are the criminals. According to the U.S. State department over 2 million

people are trafficked each year and we rarely hear a word about it from the United States media outlets

(2005). This is unacceptable.

Lipschutz and Rowe (2005) argue that a new mode of transnational regulation develops in

response to the proliferation of social costs imposed by globalization. Regulatory systems will operate in

regulatory gaps, "outside of the framework of existing regional regimes and institutions" (Lipschutz &

Rowe, 2005). Their goals are to impose regulatory frameworks onto global self-regulating markets.

Transnational regulation transcends the existing state and interstate regulatory mechanisms. It is "some

sort of transmission belt between countries whose representativeness are often challenged by states and

business and the apparently autonomous and uncontrolled international and transnational institutions,

both governmental and corporate, of global capitalism" (Lipschutz & Rowe 2005). An important

characteristic of transnational regulation is that it exists between the spaces of governmentality (Foucault,

1991) and the spaces of grassroots' activism. In other words, transnational regulatory groups often mix

motivations of different social actors.

A new form of transnational collaboration leading to international regulations must spring up to

abolish this modern day slave-trade. Sex-trafficking has only increased because of globalization and ease

of transportation. As countries unite around eliminating sex trafficking new transnational regulatory

systems will be crafted. As humans of a globalized society, we must no longer allow passivity and

ignorance to serve as a just reaction or excuse in response to sex trafficking. Rather as courageous

humans we must bring attention to this epidemic and unite across countries and around the world to eliminate this darkened form of slavery. A modern-day William Wilberforce is in need to arrive on the scene of this battlefield to lead the charge to win freedom for those with no voice for all of the imprisoned who reside in a sickening system of sexual slavery.

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Pursuit of What You Believe

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Abstract

John Smith (1968) had once said, "The first thing you have to know is yourself. A man who knows himself can step outside himself and watch his own reactions like an observer" (Smith, A. 1968). This essay discuss how a entrepreneur in Belize who has a supermarket in Mopan Maya villages of Santa Cruz in Placencia, realizes his dream by studies his market areas, his customers and applying some basic theories into his practices. His desires not to satisfy with his status quo and strive to improve his business allow him to enjoy a profitable business by utilizing global supply chain with different products that also improve the life of the local people in Belize.

A Story of Daniel Tan and his family

Background

Daniel Tan has earned his MBA with specialization in sales and marketing from a prestigious university of Mainland China in his early 20's. Shortly after that, he received an offer from China.com, one of the most influential Internet companies at its time in the Chinese history, to serve as the First Executive Assistant to the Chief Marketing Officer, CMO who was focusing on developing the advertisement market in the Central and South-America area. In the very beginning, Daniel was very excited about the opportunity that he could expand his horizon of his world. However, two years after

working for the CMO, Daniel started losing his faith in the company. John Smith (1968) had once said, "The first thing you have to know is yourself. A man who knows himself can step outside himself and watch his own reactions like an observer" (Smith, A. 1968). Daniel knew that the company was going to go public and he saw first handed about how his superiors were involving unethical and even illegal behaviors in order to secured "deals" and "profits". Therefore, shortly after his promotion and had become the Assistant Vice President, Chief Assistant to the CMO, Daniel took the offer for early "release" as the company was ready to start its initial public offering and was trying to cut the redundancy of the management. Daniel had received a very well paid compensation as the termination of the relationship of China.com.

Within Daniel's mind, he always wants to have his own supermarket. When he was traveling for China.com, he had spent months at Belize and had fallen in love with the country.

He kept telling himself that once he had retired from China.com, he would open a supermarket in Belize. With the money that he had received from China.com, Daniel was able to marry his high school sweetheart and moved to Belize City to open his supermarket.

From contest to no contest

Daniel and his wife moved to Belize in 2008. He opened his first supermarket in Belize City on a rental property. He rented a building and started his operations. In the very first year, Daniel was struggling as he had to adopt his new life-style in Belize as well as to build his business connections in Belize. He lost some money during his first year of operation in Belize. However, he had learnt from his failures and had implemented some of the charges. For example, he noticed that there were high demands of heavy–duty power tools from the local people, however, they did not have the means to

purchase the needed tools, however, they would willing to pay a relatively high price to rent the necessary tools in order to get some jobs done and earn the money. After Daniel had identified there was a market for renting heavy-duty power tools, he purchased a 20-foot container of different kinds of tools and starting renting to his customer. Daniel was able to identify a way to create customer value proposition successfully (Christensen, 2016) and eventually allow his supermarket to excel in the area despite other highly competitive supermarkets with long-established history and awareness from the local people.

However, after six years of continuous success, the property owner of Daniel's supermarket forced him to move out at the end of seventh year regardless there were three years remaining of the original lease. In the first place, Daniels refused to move out as the lease still had three years remaining. However, the property owner had built some obstacles that blocked not only the traffic but also the routes that allow people to go back and forth from their residences to Daniel's supermarket. Later, the property owner even damaged the power poles that cut off the electricity supply to Daniel's supermarket.   The actions of the property owner left Daniel had no other option but pack his store and move on to the next location. Few months after Daniel's move, he learnt that the property owner had open up another supermarket with the same trade name as Daniel at the same location.

The new beginning

After moving out from Belize City, Daniel studied the Mopan Maya villages of Santa Cruz in Placencia. He had an idea of setting up his new store in the middle of three villages. He called the location as the "Delta" location. He set up his market in the middle of three towns that are 30 minutes driving each way and there are some settlements in between them. Daniel believes that if he stocks a substantial amount of products for his customers, they would make his supermarket their "One-stop"

shopping spot. They would not want to travel far away to buy the same necessities at a cheaper rate as he believes that the "market system is not just a means of exchanging goods but also a mechanism for sustaining and maintaining an entire society (Heilbroner, 1999).

SPELIT

Mendenhall (2013) had stated that people with high tolerance of ambiguity "will find ambiguity interesting and challenging in a positive way". Daniel agreed with the same idea and had devoted times to explore more about the people in the "Delta area", he has concluded that the Mopan Maya villages of Santa Cruz in Placencia will be the location of his new supermarket.

Social

Daniel did spend time to learn the local areas. He had found out the although the government cense in 2010 had stated that there were only 1500 people live in the "Delta area" but in fact, there were more people life in the surrounding areas. He also learnt that there is another well-known supermarket in the area with about 5 year's history. The majority of the local people have been shopping with that supermarket for a long time.

Political

Daniel also learnt that each village has their own leaders and the leaders make certain rules and findings over matters. Village leaders are handling many matters, issues as well as disputes among the villagers and within the villages. Daniels knows it very well that he must make connections with those leaders in order to maintain his business in the area.

Economic

Also from his studies, Daniel acknowledged that the majority of the local people who live in the "Delta are" are employed as farmers or construction workers with stable and higher income than people in other areas in Placencia. His targeted customers are commonly a family of six with almost everyone is working and bring home about B$400 to B$500 per month each. Such incomes entitle them to have a bigger purchasing powers and high-end items.

Legal

Daniel also extends consumers' credits to his customers base on his own discretions on customers' family size verse the number of working family numbers. For example, Daniel will grant credit to a family of four with three working family members while he would deny credit to a family of six where only one person is currently working. According to Daniel, there is no well-established consumer's protection laws that addressing credits granting policies and how to prevent grantor from discriminating credit applicants in Belize currently.

Intercultural

According to Daniel, the majority of the Belize people are having no to low education but have common sense. Most of the Belize people will finish their education and left school after completing their junior high school. They will start working and bring home incomes and help supporting their families as early as the age of fourteen or fifteen.

Technological

Daniel also stated that since Belize still is a developing third-world country, the technologies available to the people are relatively limited. However, it does not mean that they do not appreciate the new high-tech products such as i-Phone or Notebook computers. The main issue is the affordability.

Meanwhile, while there are some Internet and social media advertisement available, the most effective means of advertisement in the "Delta area" remains with radio commercial and word-of-mouth.

The turning point

Daniel visited Los Angeles during the Christmas of 2015 and shared his vision to import more variety of products to his supermarket in order to capitalize his profits. His sister has experiences of purchasing gifts and premium items and therefore, Daniel wants to do the same with his supermarket. However, he was also facing the challenge of unreliable of the shipping handled by the Belize postal service as well as the corrupted Belize customs and tariff department. If he can handle these challenges, he can import more high-end and high-profits items to his supermarket from all over the world that eventually enhance the living standards of his customers.

Daniel was able to locate few reliable and creditable suppliers who can provide quality products with a very competitive pricing. Products like high-end headphones, i-phone, cosmetic items, pearl-earrings and even durable frying pans and woks are all higher profits items that no other supermarket in Placencia had sold before.

The blue buckets

After meeting with Arthur, Daniel was able to secure an experienced broker who has been shipping containers for Belize for more than ten years. The broker introduced Daniel a new but very economical way of shipping his merchandises including electrical appliances duty free - the blue bucket.

All of the merchandises shipped via the blue buckets are duty free. The shipping cost of each blue bucket is US$195 and it takes 33 days from San Gabriel, CA to the front door of Daniel's supermarket in Placencia.

Back to the basic

There are so many different economic theories that can explain how and why certain business activities and consumers behaviors are happening, however, entrepreneurs must find out their own best theory that can solve their problems and handle their challenges. As Daniel was focusing to identify higher profit margins items to sells in his store, he also realizes that to obtain a reliable solution to his freight transportation as well as flexibility or a clear trade policies are also important to his success (Rahman, Mallum, & Miller, 2013). However, with these solutions, he must also secure his customers and make sure they will come to his supermarket to buy from him. Therefore, Daniel has chosen to establish direct communications with his customers in order to build trust and loyalty from them.

In addition, Daniel knows his frequent customers well enough that his frequent customers will tell him what other supermarkets are having what weekly special promotions on certain items. After Daniel learnt about what his competitors are doing on their weekly promotional discount, he can avoid the direct competition with his competitors by amending his special items. Daniel wants to keep a low profile for another two years so that he can save enough capital to purchase a piece of land and build another store of his own. Daniel stated that once he has his own land and building, his local suppliers are more willing to extend credit to him to that he can have more cash flow to expand his business.

Improvements

Since Daniel has established his new supply chains with high-end and high profit margin items as well as his new shipping broker in January 2016, the sales of his store have been increased from B$65,000 to B$130,000 per month. He is able to maintain a net profits of 25% after all the expenses paid. He is now enjoying a net operating income of US16,250 per month.

According to Daniel, his store is currently under the maximum capacity. His ideal capacity is having a daily sale of B$7,000 per day. His plan is to achieve this daily sale by September 2016. With the net 25% profit, he is aiming a net operating income of US$26,250 per month.

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Collaborative Intelligence (CI)©: Integration of Key Competencies for Optimal Collaboration

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Abstract

In order to develop meaningful solutions to today's most complex global concerns, it is imperative that leaders from the public, private, and civil sectors collaborate. These cross-sector collaborations have the potential to optimize diverse skills, knowledge, and resources, and lead people to discover innovative approaches that simply help the world work better. However, leaders in these sectors do not have a good track record for working together, and have typically operated in silos. Cultural norms, communication barriers, missteps, or egocentric intentions have left sector leaders with biased assumptions about each other, so much so that even the word *collaboration* as a construct has lost much of its meaning. Even leaders with the best of intentions and project know-how have not always been successful at converting plans into involvement, innovation, and impact.

The missing piece is Collaborative Intelligence (CI). In order to truly create shared value that results in ongoing collective action, each leader needs to develop their CI. Higher CI among leaders working together creates better chances of creating adaptive remedies to societal hurdles and building powerful, positive momentum for additional ingenuity to follow, and a collective wisdom to result in impact. CI is comprised of the following characteristics: 1) relational intelligence (interpersonal competencies), 2) possibilities intelligence (exploration capacity), 3) learning intelligence (growth mindset), and 4) inter-connected intelligence (interdependency processing). CI is grounded in an individually defined purpose that lives in synergy with a central and over-arching shared purpose of the collaborative engagement.

"Man's mind stretched to a new idea never goes back to its original dimensions."

- Oliver Wendell Holmes

Introduction

In order to develop meaningful initiatives that solve today's most complex global problems, social and/or environmental, leaders from the different sectors of society need to work together. Each, alone, cannot solve the world's most intractable problems. However, well-documented attempts at building large-scale initiatives among multiple stakeholders have been known to produce a lot of talk with very little follow-through and action. To one extent, the public, private, and civil sectors have historically operated with separate agendas, and in many cases have been adversarial, with each sector keeping a distance from one to the next and further reinforcing the silos. To another extent, even leaders with the best of intentions have been frustrated by complications and missteps due to inadequate guidance and processes to manage cross-sector collaborative initiatives effectively.

Consultants have recently developed better tactical frameworks and best practices to impart on leaders working in cross-collaborative engagements. Basic protocol includes establishing a common agenda, an approach to tracking progress, and communication standards. Berger (2015) proposes a sixteen-step process in the Collaborative Learning Loop to tactically launch an initiative and move a project through completion. These endeavors aim to improve the odds of success in the creation of shared value and collective impact. Shared value is best described as the intersection between economic drivers and societal drivers that improve society and the environment, while simultaneously enhancing the longevity of organizations (Porter & Kramer, 2011), non-profit and for-profit, alike. Collective impact is described as the productive and successful outcome of long-term engagements among leaders from different sectors, who have an interest in building shared value and solving a specific social problem (Kania & Kramer, 2011). And yet, there is something else missing which is a necessary component in producing greater long-term succes: Collaborative Intelligence (CI).

The Problem

Despite the attention given to guiding multi-stakeholder engagements, the mechanics for cross-sector collaboration are not ripe for success without certain essential leadership qualities embedded in the leaders sitting around the table.

> True collaboration requires more than handy applications… [The process of collaboration is] fraught with contradictions and subtlety. Persuading people to

contribute countless hours of effort in partnership with people they don't
necessarily like to solve important problems requires consummate leadership
skills… It takes consummate leadership skills to persuade others to spend
countless hours solving important problems in partnership with people they don't
necessarily like. Moreover, managing egos so that each person's commitment,
energy, and creativity is unleashed in a way that doesn't disadvantage others
requires an impresario personality... (Abele, 2011, para. 13)

The reality is that most people have not received instruction on collaboration throughout their formative

years. Mostly, people have grown up in an individualistic education model – sit at individual desks, do

individual work, create individually, individually research and report for an individual project, take

exams individually, write individual stories, analyze individually, produce solutions individually, and

solve problems individually. It is no wonder that many individuals in society today prioritize personal

gain over shared value.

Apart from a team-based experience - which still is largely driven through a top-down leadership

structure (e.g. participating on sports team with a coach or music/art ensemble with a conductor or

choreographer), individuals are sent forth to collaborate with very little instruction. They have not been

taught how to manage a project across diverse players and build synergies that honor different

perspectives, styles, experiences, and expertise-driven peer-to-peer engagement. It has been falsely

presumed that collaboration is intuitive, that people know how to get along, work in a productive

collaborative, project manage, delegate, lead, follow, share, contextualize, learn, empower, time manage,

conflict manage, co-create, and succeed together, as equals and as peers.

We know from the prolific attention on leadership development that great organizational leaders

emerge from a hard work, experience, self-reflection, personal growth, on-going learning, knowledge

sharing, humility, honesty and authenticity. It stands to reason that collaborative leadership does not

occur serendipitously either. Furthermore, even a seemingly competent *command-and-control* leader at

the helm of an organization may not have the requisite competence for adeptly navigating in a cross-

sector collaborative. Take one example: the widely documented attempt in New Jersey to reform a

failing education system. Well-known leaders met and prepared a detailed plan to revive the educational

model. However, they missed the crucial opportunity to engage the very community that they were

serving. They built the plan top-down and failed to foster a shared goal that would result in buy-in and a

more effective and engaging process for their constituents. "It is important to view community members as producers of outcomes, not just as recipients of outcomes" (Baker & Schmitz, 2016, p.7, "factors of engagement"). Therefore, it has become essential that individual leaders develop the mutually reinforcing competencies that make up collaborative intelligence and strengthen their collaboration efficacy. As a result, individuals will have greater capacity to work with other champions of change toward a collective impact.

Significance

A bridge to greater leadership efficacy in cross-sector collaborations needs to be built. However, unlike a bridge that is built to stand firm, strong, unyielding, this bridge needs to be grounded in humility, flexibility and innovation to withstand the rapidly changing forces of societal needs in this brave new world. This bridge is, in fact, collaborative intelligence - the interwoven development of interpersonal skills, an exploration orientation, a learning mindset, and the lens of contextual interdependency. Collaborative leadership is defined by Ibarra & Hansen (2013) as "the capacity to engage people and groups outside one's formal control and inspire them to work toward common goals, despite differences in convictions, cultural values, and operating norms" (p. 10). In short, to engender a thriving world, individuals need to work on the competencies that form collaborative intelligence. In particular, developing the competencies that generate more effective collaborative leadership - especially when the stakes are high, gives way to greater probability of collective impact in helping the world work better.

Collaborative Intelligence (CI)

Excellence in collaborative leadership requires ongoing effort, discipline, and training and it is critically dependent on the development of one's CI. As Giles (2016) aptly points out, acquiring the right leadership competencies for collaboration often goes against human nature; for one, the skills are different than those in a more traditional, linear and structured approach. Traditional styles of leadership - even the most affiliative, position a leader in an overseeing, top-down role and at the helm. However, a collaborative initiative requires peer-to-peer leadership and deference to unique and expert qualities that each leader brings to the dialogue. Abele (2011) rightly articulates that, "it's more critical than ever to understand the complex soft elements, such as emotional intelligence, that are the makings of a strong collaborative culture. Many people go through the motions, but few know how to really collaborate. I am

often struck by the behaviors of otherwise bright people who poison potentially rich collaborations, seemingly without realizing it" ("Is it Tools," para. 2).

Therefore, this CI model spotlights the soft-skills necessary for a leader to embody in order to be more successful in cross-sector collaboration engagements. CI is based on the inter-woven advancement of five subject areas, herein called the intelligences: 1) purpose intelligence, 2) relational intelligence (the interpersonal), 3) possibilities intelligence (exploration), 4) learning intelligence (growth mindset), and 5) inter-connected intelligence (interdependency of things). (*See Figure 1. Collaborative Intelligence.*) Each of these, in its own right, is a significant focus in literature. Developing a collective mindset to integrate all the competencies in unison is a critically missing component in multi-stakeholder partnership engagements. These competencies are not mutually exclusive or linear in development; rather, they are mutually reinforcing and work in tandem. Higher CI comes from the passionate commitment to continuously pursue them all in an integrated fashion.

Collaborative Intelligence (CI)

**Inter-Connected Intelligence
(Interdependency)**
-Systems Thinking
-Contextual
-Process

**Relational Intelligence
(Interpersonal)**
-Emotional
-Social
-Moral

Purpose Intelligence
-Mission
-Shared Values
-Authenticity

**Learning Intelligence
(Growth)**
-Agility
-Resolution
-Consciousness

**Possibilities Intelligence
(Exploration)**
-Positive Psychology
-Appreciative Inquiry
-Play

Figure 1. Collaborative Intelligence (CI)

Purpose Intelligence

There is no firmer grounding in navigating life's complexities than a rock-solid, clear-minded sense of higher purpose. Without living a life of purpose, one drifts aimlessly and is prey to temptations that can easily veer someone off-track from his/her higher intentions. Leaders become vulnerable to narcissism and ego-driven action. Instead, collaborative intelligence starts growing when an individual is

connected to a well-founded understanding and strengthening of one's sense of purpose. Such purpose development is authentic and noble, and the result is likened to an ever-guiding *north star*, "giving direction when the path ahead is hazy, humility when arrogance announces false victory, and inspiration when the outlook seems bleak" (Kaipa, 2012). Furthermore, such purpose drives values, and then values drive vision, which serves to reinforce purpose. As a result, with a clear sense of purpose, values, vision and mission, decision-making is streamlined and consistent, making all work focused.

A leader with a strong sense of purpose is distinguished from other leaders by the equal application of mindset and experience (Lovegrove & Thomas, 2013), which incorporates a higher commitment to service and contribution to society. Having this *ethic of contribution* becomes the foundation of shared purpose among like-minded individuals who see their role as leaders beyond just their organizational structures, to include a broader tie to society as a whole. Such a shared purpose is the bedrock of trust and unity in a group, and the *ethic of contribution* is highly regarded, honored and pursued across all the individuals (Adler et al., 2013). With shared purpose, energy is focused, shared value is established, and the collective vision has a greater likelihood of crystallizing intent into action (Senge et al. 2005), and then translating action into meaningful collective impact. And, these shared purpose models "have created new links between business innovation and social development… Companies and NGOs are increasingly going into business together, pursuing scale and profits, social equity, and empowerment as part of an integrated value chain" (Brugmann & Prahalad, 2007, p. 84).

Furthermore, a strong sense of purpose is deeply intertwined with authenticity. George (2003) provides a framework for authentic leadership, and believes that leaders are defined by their values and character, which form from a strong sense of higher purpose. Gaining a genuine awareness for one's true passions and motivations illuminates the path to the work and activities that have intrinsically authentic worth (George, 2003). A vital part of being an authentic leader is the integration of one's life and work, such that the character of the person is consistent in both work and personal activities (George, 2003). Adjectives used to describe authentic leaders include: genuine, truthful, trustworthy, reliable, consistent, honest, optimistic, confident, energetic, ethical, moral, balanced, transparent, positive, courageous, resilient, fair-minded, competent, humble, and inspiring (Berger, 2013). These are the same traits needed to build trust among the stakeholders engaged in cross-sector collaboration.

Relational Intelligence

In 1995, Goleman shattered a barrier between business community norms and the knowledge/research contained in the psychology-academic worlds by introducing into mainstream conversations the concept of *emotional intelligence* (EQ). Goleman brought the importance of inter/intra-personal relations into the forefront of organizational leadership. In particular, he put a spotlight on individual awareness development when he made the seminal point that EQ is more important to a leader's success than IQ (Goleman, 1995). In short, garnering EQ is predicated on five individual competencies: 1) self-awareness, the ability to recognize your drivers, mood, emotions and the effects they have on others; 2) self-regulation, the ability to control disruptive impulses and suspend judgment and action; 3) motivation, a commitment to pursue goals with energy and perseverance; 4) empathy, a skill in understanding and being sensitive to others' emotional reactions, and 5) social skills to find common ground and build rapport and networks (Goleman, 1995). Knowing thyself, being true to oneself, and being sensitive to others reinforces trust-building by establishing sincerity and a high level of honesty - the number one ingredient in leadership relationships (Kouzes & Posner, 2006).

Social intelligence moves EQ into the next level of relational competencies. Social intelligence (SI) is defined as a leader's capability to create shared behaviors that positively influence team dynamics (Goleman & Boyatzis, 2008). A leader who has developed a high degree of social intelligence becomes an innate driver of *mood contagion* - "positive feelings in the people whose cooperation and support [are needed]" (Goleman & Boyatzis, 2008, p. 2). SI is the transition from the intrapersonal competencies, represented in EQ, to interpersonal and relatedness competencies. Goleman and Boyatzis (2003) ground its efficacy in neural scientific evidence, by ascertaining that followers mirror their leaders and social skills can be cultivated in any person who has a willingness to change and grow. SI competency is deeply connected to launching a collaborative endeavor (Ibarra & Hansen, 2013).

Lastly, it would be remiss to skim past the indelible role of moral intelligence (MI). This relational competency is based on the degree of passion in a leader to *do right* and to be *morally proactive* (Carroll, 2001). In short, MI equates to a moral courage. Leaders who exude strong MI are considerate of all stakeholders, have a strong moral compass that guides their character, are fair-minded and principled in decision-making, and they integrate social solutions with operational excellence (Carroll, 2001). May et al. (2003) assert that "moral courage is the leader's fortitude to convert moral

intentions into actions despite pressure from inside or outside of the organization to do otherwise…Moral resiliency is the ability to positively adapt in the face of adversity or risk" (p. 255-256), and yet continue to honor one's purpose and values. Developing one's relational intelligence is akin to a Principle-centered leadership style, which espouses three criteria: 1) exercise self-discipline, 2) work on character and competence, and 3) (going back to the purpose element) dedicate talents and resources to a noble purpose and service to others (Covey, 1992). MI thus exists in circular harmony with purpose intelligence*.*

Possibilities Intelligence

Zander and Zander (2002) authored the seminal literature on building a frame of possibility in life. Their central premise "suggests transformation happens less by arguing cogently for something new than by generating active, on going practices that shift a culture's experience of the basis for reality" (Zander & Zander, 2002, p. 4). Expanding possibilities intelligence gives space to explore the *outer limits* of what can be (Cooperrider & Whitney, 2005). Therefore, possibilities intelligence is developed from an exploration orientation that prompts an individual to suspend rigidity and self-defeating limitations. Exploration is, in fact, non-judgmental and error-free; it is imaginative and liberated from binding conclusions. Zander and Zander (2002) outline specific areas to create possibilities exploration. For example, what they call *stepping into the universe of possibilities,* they believe orients oneself towards abundance. In so doing, individuals become less controlling, and in fact, take more risks in their thinking, and evidence greater ingenuity in approaching challenges and opportunities. Zander and Zander (2002) point to another concept in raising possibilities intelligence: *giving an A*, whereby "the *A* is not an expectation to live up to, but a possibility to live into" (p. 26). Simply, it opens mindset.

Zander and Zander's work dovetails with the concepts presented in positive psychology work, which focuses on the integration of "work, education, insight, love, growth, and play" (Seligman & Csikszentmihalyi, 2000, p. 7). In fact, the role of positive psychology in leadership is closely linked to achieving higher levels of authentic leadership, and the net result for an individual is fuller engagement in the world around them to create a flourishing present moment. From this, possibilities intelligence is vitally grounded in the notion of *leading with gratitude* (Berger, 2015). Appreciative and grateful, pragmatic, pro-social, humorous, and vulnerable (Berger, 2013), leading with gratitude spurs others to look through a more positive lens. This inspires hope and opportunities, rather than despair and barriers

of entry. Indeed, this aspect of collaborative intelligence has an idealistic component; to imagine is to let one's guard down and dream of possibilities, without limitation. There is also a practical foundation: "gratitude … is an empowering choice that we can make about anything and everything… [but it is about having] *conscious gratitude*. A lot of new age theory around gratitude keeps us asleep or passive. It has us be grateful for things that actually warrant healthy anger and dissatisfaction — which are great agents for change and justice" (LaPorte, 2015). Significantly, the idealism of possibilities exploration can co-exist with a healthy degree of dissatisfaction to ignite initiative. Humility plays a natural role in maintaining this balance.

Appreciative Inquiry is another supportive tool and method for exploration, and can serve as a means for strategic decision-making in a team-based engagement. Appreciative Inquiry creates an action-learning loop whereby individuals working in a collaborative together approach all aspects of the engagement through a 4-step process and change is constructed from a foundation of what is already working well (Cooperrider & Whitney, 2005). Appreciative Inquiry focuses on "the cooperative co-evolutionary search for the best in people, their organizations, and the world around them" (Cooperrider & Whitney, 2005, ch. 2, para.4).

Finally, the very simple act of play cannot be underscored enough. Play is known to open one's imagination and drive creativity, the kind that can produce innovative solutions. Play fosters unencumbered exploration. However, societal norms guided individuals in the not-so-distant past to think that play is reserved for youth and/or leisure time.. Nevertheless, spurred by the dot-com informal and playful entrepreneurial culture, as well as the virtual integration of life and work through technological advancements, play is becoming more recognized as a construct for innovative ideation, and less as meaningless wasted time for a break. Play has the power to unlock people's perceptions and let their guard down. Brown (2009) notes that the specific play signals alter behaviors, can override differential in power, and allows individuals to explore what is possible. Play provokes physiological changes in individuals, triggered by the neurological stimulation of the right side of the brain where creativity and innovation reside, and in turn, increased exploration and curiosity are generated. Furthermore, people and animals are actually designed to play throughout life and play has been a major conduit for discernment and trust building (Brown, 2009).

Learning Intelligence

People with a growth mindset cultivate learning intelligence. They are sponges for new experiences and knowledge that expand their universe and open perspectives daily. "People often believe that you need to know how to do something before you can do it. If this were literally true, there would be little genuine innovation. An alternative view is that the creative process is actually a learning process, and the best we can possibly have at the outset is a hypothesis or tentative idea about what will be required to succeed" (Senge et al., 2005, location 2082-2085). Learning comes from being curious and inquisitive, and in a big way, open to magnificent a-ha's and/or humbling moments of learning from mistakes. "Mistakes are the natural, impersonal consequence of learning and development and therefore unavoidable" (Hawkins, 2006, p. 27.) In either case, learning with awareness is regenerative.

Dewey's seminal learning cycle was grounded in the principles of observation, discovery, invention and production. Such a learning cycle also includes the notions of sensing (without bias), presencing (immersion in the present), and realizing (detachment from one's will). In particular, inner wisdom is nurtured through the act of surrender - letting go of the past and releasing the need to control the future (Senge, et al., 2005), and having the courage to be vulnerable is a springboard (Brown, 2010). Otherwise, "an absence of vulnerability yields a feeling of being numb, which robs people of joy, gratitude, and a sense of purpose. When that happens, people become afraid, and then they seek to turn uncertainty into a myopic certainty…." (Brown, as cited in Berger, 2013, p.83). For example, Senge et al. (2005) highlight that, "learning based on the past suffices when the past is a good guide to the future. But it leaves us blind to profound shifts when whole new forces shaping change arise" (location 1201-1214). Kalra (2015) calls for the practice of "what if-ing" to embrace the iterative nature of complex decision-making in times of deep uncertainty.

Cultivating a growth mindset that comes with learning intelligence improves an individual's capacity to constructively handle dissent and conflict, and to work toward common ground. While many individuals shy away from conflict, it is actually a natural by-product of people working together and it is not to be feared. In fact, "conflict is the primary engine of creativity and innovation. People don't learn by staring into a mirror; people learn by encountering difference. So hand in hand with courage to face reality comes the courage to surface and orchestrate conflicts… Leaders of the future need to have a stomach for conflict and uncertainty…. Leaders of the future need to have an experimental mindset"

(Heifetz, as cited in Taylor, 1999, para. 7-8). Embracing conflict as healthy helps any individual(s) to focus on the issues between people - not placing blame and not taking things personally, and helps the individual(s) to find common ground amidst honoring the unique values and motivations that might be driving the conflict (Patterson et al., 2002).

All aspects of learning intelligence are predicated on one's ability to expand one's consciousness. The work of consciousness is about stretching one's awareness through mindfulness practices. It cannot be underscored enough that the pursuit of mindfulness is a never-ending, daily practice that includes the deep awareness of how decisions are influenced by needs or desires of the body, the heart, the mind and the soul (Berger, 2015). In fact, physiologically, there is truth to the sayings - *the heart knows what it wants* (heart-driven), *on paper it seems good* (mind-driven), and *my gut tells me* (soul-driven) - because they match with three major neuronal zones (Senge et al., 2005). *Digging deep* is but one expression for the work necessary in raising awareness to the thoughts and habits that drive us. Milton believes that, "the next great opening of an ecological worldview will have to be an internal one" (Senge et al, 2005, location 805-809). In fact,

> The internal changes show up on two levels. First we come to embody a new capacity for action. What once required conscious effort happens effortlessly, almost automatically. We know we've learned to walk or ride a bicycle, or write a sonnet when we can produce these outcomes reliably. Just so, organizations can embody new capacities by developing new domains of competence embedded in assumptions and institutional norms. But learning also creates new domains of meaning. It shifts our awareness and understanding. We see the world in new ways. What was invisible to us becomes visible… (Senge et al., 2005, location 2363-2367).

An individual's work to raise his/her consciousness has the distinct possibility of moving oneself away from self-interest – which drives competitiveness, hostility, aggressiveness, selfishness, and stubbornness, and toward a closer state of mutuality – which embodies harmony, concern for others, shared goals, accountability, and being hopeful (Hawkins, 2006). Raising consciousness through mindfulness increases one's aptitude to be witness to the emerging, dynamic whole (Senge et al., 2005), and deep understanding that we are all continuously morphing, individually and collectively. As one applies the learning principles that support growth of inner wisdom, a person learns agility, an orientation that results in resiliency to change. Increasing one's agility to the continuous nature of change, itself, has

the added effect of embracing an iterative and collective learning process, rather than a deductive one (Berger, 2013).

Inter-Connected Intelligence

Rosch believes that there are two types of knowledge: the analytical kind - which is the traditional forms of processing information, and the *primary knowing* - which is an understanding of the relatedness between one and the other, as well as the flowing inter-connectedness of all (Senge et al., 2005). The primary knowing type supports the growth of agility as it draws upon Eastern beliefs of continuous change being the natural order, versus the Western orientation that is more linear, static, controlled. The Eastern orientation is cyclical, dynamic, fluid (Marshak, 2004). It also is aligned with the idea of the *living system*, a holistic view of organizational development that promotes flexible mindsets, continuous learning, and systems thinking (De Geus, 2002).

According to Senge (2006), systems thinking "is a discipline for seeing wholes…It is a framework for seeing inter-relationships rather than things" (p. 68). Systems thinking is strategic, and it builds on the mindfulness of seeing patterns and context of an issue, versus seeing the singularity of events or forces in isolation. An individual who exercises systems thinking builds relationships based on deep listening; s/he fosters a shared understanding by challenging assumptions safely and productively. Such a person is able to see the connection between disparate parts, engage diverse perspectives, nurture others to open up, and pay attention to emerging patterns. This *system leader* is highly reflective and authentic, such that essential trust grows between individuals to co-create a thriving future (Senge, 2006; Senge, Hamilton & Kania, 2015).

The alternative yields single-solution approaches which run the risk of producing superficial results, or worse, the wrong solution to only a fraction of the problem (Benn & Bolton, 2011). Instead, Senge, Hamilton and Kania (2015) advocate for *system leaders* - people who have the ability to process and contextualize the complexities of a situation and can promote *collective leadership* to address "the deep changes necessary to accelerate progress against society's most intractable problems" (p. 27). Senge (2006) firmly believes that systems thinking is a condition for optimal cross-sector collaborative endeavors, as it integrates reason and intuition. Furthermore, systems thinking increases *contextual intelligence*, the ability to see parallels between the different sectors, translate across them, and find

common ground.   Individuals who demonstrate contextual intelligence can construct an intellectual thread across the issues and help move past single-sector constraints.   They balance competing motives and are continuously acquiring transferrable skills that regenerate this competency. They adeptly shift between advocacy and inquiry, and they are dedicated to building integrated networks from which to pull diverse perspectives and counsel. They maintain a prepared mind and they are willing to deviate from a known path to explore different opportunities from which to learn and grow (Lovegrove & Thomas, 2013), and progress to higher levels of wisdom (Senge et al., 2015).

It is not surprising to learn that systems thinking can be difficult. It requires one to suspend his/her unique orientation, which is comprised of mental models (biases and assumption), past experiences, perceptions, cultural norms, upbringing, education and affiliations (Senge et al., 2005). While each individual's orientation provides unique insight about the world that can form a collective knowledge bank, without balance and openness, each person's orientation can also be a barrier to seeing the wider system and others' perspectives. This is akin to *not* taking oneself too seriously.

Finally, while addressing the mechanics of project management is not the focus here, a deliberate process for project management and organizing diverse individuals toward collective action cannot be dismissed or discounted. "Bringing together diverse stakeholders with little history of collaboration, different mental models, and different and even apparently competing aims is a high-risk undertaking. Good intentions are not enough. You need skills" (Senge, Hamilton & Kania,, 2015, p. 30). Many consultants have developed tools to help cross-sector leaders with best practices. One such instrument, for example, is systems mapping, an inquiry-based skill that pushes individuals to construct a new picture of a situation based on exploration and identification of the interdependencies previously not featured. Other tools to deepen conversations, which serve to increase shared-meaning, include peacekeeping circles, dialogue interviews, peer shadowing, and experiential-based learning (Senge, Hamilton & Kania, 2015). Lovegrove and Thomas (2013) recommend formal inter-sector exchange programs, mentorship opportunities, communities of practice, and leadership development that emphasize the construction of shared purpose and a shared initiative culture.

Significantly, to shift behavior across people, among the most influential methods are shared hands-on, service-learning experiences.   Instead of all-day lectures and presentations by experts and specialists, or connecting with each other as leaders over multiple rounds of golf over days, imagine if a

group of leaders did a day of fieldwork and connected to the world in a tangible way. There is no greater mindset shift, learning growth curve, mutual understanding and reinforced commitment than when all individuals directly experience the very issues they aim to serve. Their awareness becomes more acute, their hunger to explore more possibilities of the issue becomes insatiable, their commitment becomes limitless, their agility muscle becomes strong and more innate, and their ability to see interdependencies comes alive. The experience is changes thinking and perspective. In essence, such *life-changing experiences* are shortcuts to increasing collaborative intelligence.

Conclusion

Simply put, as collaborative intelligence grows among leaders from the various sectors, there is more likelihood that collaborative initiatives will create the intended shared value and a collective impact that is greater than the sum of any individual effort. As Senge et al. (2005) surmise, "The leadership of the future will not be provided simply by individuals but by groups…" (Senge et al., 2005, location 2600-2602). Now, more than ever, collaborative intelligence is an imperative to move people past the historic friction, animosity, and different structural approaches that exists between the three sectors, and to create a collective wisdom that can help move the world to work better.

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Indigenous Women in Educational Leadership

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Globalization and Internationalization have the potential and capability to produce inequalities in all types of settings, but especially in education. While Globalization calls for uniformity and conformity, it fails to acknowledge minorities and diversity. Globalization is the implementation of western values, practices, and privileges (Apple, 2001). The process of creating homogeneity and standardization through Globalization simultaneously segregates, stratifies, and marginalizes groups (Fitzgerald, 2006). Schools function to serve the interests of dominant groups and those who benefit the least, occupy marginal positions (Apple, 2001 and Fitzgerald, 2006). Indigenous women face additional barriers as women in hierarchies dominated by white men and, as women in marginal positions due to the higher number of white, non-indigenous women (Fitzgerald, 2006). Consequently, women of color, especially indigenous women, in leadership belong to a minority within a larger minority setting (Fitzgerald, 2003).

Indigenous women face a triple-bind within educational leadership. First, they work in a predominantly white environment. Second, they are women in a system that values patriarchal leadership. Third, they are subject to judgment from all males, white males, and white women (Fitzgerald, 2003). Indigenous women leaders are categorized as minority due to gender (women in a man-dominated world), ethnicity (indigenous women in a non-indigenous world), and as a woman of color in a white woman's world (Fitzgerald, 2003). In addition to all of these barriers, they are expected

to challenge and create change within their educational organizations that will simultaneously benefit their communities (Fitzgerald, 2003).

Often times, this leads Indigenous women to engage in, what has been termed, "mammy work", in addition to being involved with the politics of identity and community (Fitzgerald, 2003). "Mammy work" refers to Indigenous women being held responsible and accountable for all children of color in a school while the same is not expected of non-Indigenous leaders. This further marginalizes Indigenous women leaders who are often times solely recruited by schools for the purpose of having them work mainly with Indigenous children and focus on Indigenous issues. This further excludes them from the majority, undermines their knowledge, talent, and ability, and limits their contribution to the entire school system (Fitzgerald, 2003). .

Indigenous Women's Narratives

Fitzgerald (2010) conducted in depth interviews with women from three different countries and a wide range of Indigenous communities within: New Zealand (Maori), Australia (Aboriginal), and Canada (First Nations). During the years 2003-2006, the researcher collected narratives from 15 different women in which they discussed their roles in educational leadership as Indigenous women. Each served in different educational roles, for example, principal or teacher. Although each interviewee detailed different experiences, all reflected the extent to which each woman had to negotiate her professional work and activities within a dominant culture of "whiteness" (Fitzgerald, 2010). The 15 Indigenous women leaders voiced their concerns regarding the lack of work on Indigenous leadership in the majority of academic journals and professional publications.

One participant of Aboriginal descent served as principal at her school. She recounted how she had to fight the bureaucracy in order to secure her position as principal. Her belief was that the School

Council preferred a male or a white female to fill the position. Every day was a "constant struggle fighting the bureaucracy and fighting for her mob" (indigenous people) (Fitzgerald, 2010), as she was quoted saying. During her time as principal at this particular site, she recalled feeling lonely, unable to be innovative in her work, and constantly turned down by administrators when exerting any kind of initiative:

"It was a token job really and I just kept fighting them, bureaucracy. I was sort of like the meat in a sandwich. I was fighting bureaucracy and trying to do something for my own mob, you know. Management doesn't allow you to do things. I mean I had no room to be innovative or even if I wanted to use my own initiative it was usually—what do you want to do that for? So I moved out and left them to it (Fitzgerald, 2010). "

The participant's experience is an example of how ideologies of oppression continue to impact Indigenous women. The School Council's attempt at implementing Redistributive Justice, appointing non-white or non-male leaders, reinforced rather than alleviated the politics of difference (Fitzgerald, 2010). As evidenced in the aforementioned scenario, many times when institutions attempt to recruit persons from underrepresented, Indigenous groups, they are inadvertently isolating them. The interviewee in the previous scenario felt isolated due to the fact that she was 1) one of few indigenous women working within the school system and 2) took a higher ranking position, which further increased these feelings of loneliness. An additional risk of implementing such tactic is that the employer may benefit from adopting different cultural practices and skills learned from Indigenous employees without recognizing or acknowledging this reciprocal relationship (Fitzgerald, 2010). Furthermore, attempts to diversify workplaces often tend to reinforce and alienate rather than create an inclusive environment (Fitzgerald, 2010).

One recurring issue that came up in all of the interviews was the women's constant inner struggle with their identity as leaders and as Indigenous women. Those who are a part of the Indigenous community work not only for their benefit, but for the benefit of their community as a whole. While Western culture is driven by individual successes and accomplishments, the Indigenous culture emphasizes collective success and change. A participant from Australia was quoted as saying, "If you're not an Indigenous person, you go to work and you go home and that's fine. But with us, you go to work, what we do at work—especially if you work in like a place, organization, involved with Indigenous issues, you know—what we do here impacts on a community, and a community then feel they have a right to be involved, and rightly so, in a lot of issues. Like we're doing things that—and part of the whole thing is, you know, we're benefiting the community. We should be willing to hear what they're saying and doing. So we're doing a whole lot. (Fitzgerald, 2010)".

Other participants discussed their unsuccessful attempts at disconnecting their leadership from cultural roles. Failing to incorporate their Indigenous culture in their daily professional lives brought on a sense of guilt. While they could easily take their work home, they could not exclude their culture from their workplace. A participant from New Zealand voiced that doing so would cause her to "abandon [herself] and those who have come before [her]" (Fitzgerald, 2010).

In regards to gender and ethnicity, one participant described working within two systems saying: "I'm going to be judged on Western values. Therefore I'm trying to work within two systems I suppose. But it's more than that you know. I am trying to work within two systems but I am also a woman in a white man's world. It's pretty lonely at times. It also means I am judged by Western values and the values placed on male leaders. Then again, I can be judged as a woman. Somehow that doesn't seem fair. I feel that I am always walking between two worlds (Fitzgerald, 2013). "

Educational Leadership in Belize

While traveling through Belize, I learned a lot about the culture, particularly, the educational system, through discussions with principals, teachers, and presentations given by my colleagues. It is evident that school administrators, staff, and teachers, reinforce the double-bind theory. One particular presentation given on St. Alphonsus Primary School discussed how the students' were in need of supplies, but the school and families could not afford them. One teacher, a woman, bought supplies for her students with her own money. She is a great example of the expectations Indigenous women are expected to uphold as leaders within an educational organization. Her actions would not only greatly benefit the children (community), but also have the potential of increasing student grades and attendance, which would then build a respectable reputation for the school.

Another group gave a presentation on Independence High School. The main issue at the high school was low student attendance. The source of the issue was that some students would miss class entirely if they did not have money for lunch that day. The principal took matters into his own has and developed a solution. He built a farm on campus with a few livestock and had students plant crops. Select students maintain the farm, care for the animals, and pick the produce. They then make lunch meals using all of their resources. This teaches students responsibility, work ethic, and also motivates them to attend school. Although the principal in the second example is a man, it is interesting to see that both he and the woman teacher from the first example, went beyond their duties as employees in order equal educational opportunity.

Developing Young Women Leaders in Education

Relational-Cultural Theory promotes the accomplishments women in developmental tasks within a relational context (Portman and Garrett, 2005). It challenges the core values of the Western

psychological principles: self, autonomy, independence, individuation and competition (Portman and Garrett, 2005). Relational theorists view reciprocal connection in relationships as an essential human need; therefore, embracing the female sense of self as relational. The very core of Relational-Cultural Theory is the fostering of relationships within specific cultural contexts (Portman and Garrett, 2005). Mentors may experience fulfillment from the formed connections, personal empowerment, a heightened sense of personal and interpersonal insight, increased self-efficacy, and an aspiration for more connections beyond the mentoring relationship (Portman and Garrett, 2005). In contrast, those who lack these connections may experience feelings of loneliness during difficult situations, decreased self-knowledge or knowledge of others, low self-worth, and intentional isolation (Portman and Garrett, 2005).

Mentoring, used as an intervention, nurtures and connects professionals and students in an individualistic atmosphere. The goal of mentoring is to create change within an organization from an individualistic to a collectivistic atmosphere (Portman and Garrett, 2005). This concept applied to Indigenous women in education is relevant because most settings in education are nonrelational. Therefore, a mentoring relationship within nonrelational settings may lack agentic awareness (Portman and Garrett, 2005).

Young women benefit from mentorship provided by other women in an environment free of competition and more collectivistic. Evidence has show that women mentoring women creates a relational context that positively influences and expands career skills, salary, professional enjoyment, which then increases personal satisfaction and social connection (Portman and Garrett, 2005). A communal atmosphere supports mentorships and nurtures healthy, functioning young professionals. The opposite kind of atmosphere promotes a Westernized, masculinized and systemic institutional culture (Portmand and Garett, 2005).

Placencia Women in Education Network

Bridging information yielded by previous studies regarding barriers Indigenous women face in higher education and the benefits of women mentoring women; I believe that creating a mentoring network within the Placencia educational system would benefit the community greatly. First, creating a network comprised of women in different educational roles such as principals, teachers, and administrators would foster a support system among them. The women's network would meet weekly and would serve as a time for women to come together to release stress, collaborate, and empower one another. Second, the women's network would prepare members and provide the tools needed to be excellent mentors to the younger girls in the community. Third, the network could later expand to women working in other fields such as health, hospitality, or business. Challenging dominantly male fields will not be easy; however, establishing such a network would be a great stepping-stone for the village in order to combat Western values, practices, and marginalization.

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Assessing the Dialectic in the Academic Literature between Culturally-Dependent and Universal Leadership Attributes

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Research on global leadership has focused in recent years on situational determinants of leadership, a thread of inquiry aimed at elucidating contextualized approaches effective in one culture or another (Hanges, 2016). Toward this end, researchers have sought to study which styles, competencies, and traits have the most profound results in diverging cultures, regionalizing the global landscape in order to assess particular countries or collections of countries, the specific cultural markers examined in isolation from other cultures or countries in the vicinity. Using the contextualized approach, researchers studying global leadership have divided cultures into various subgroups, using, for instance, the manner in which a culture divides power between its governmental authority and general population as a point of distinction. High power distance societies are distinguished from low power distance societies as a result of the contextualized methodology, the former consisting of autocratic governments where power is delivered in a top-down manner, with the latter consisting of more democratic cultures, ones where those who govern and the governed interact regularly, meaningfully, and across a variety of dimensions (Zeynep, 2013).

The emphasis on what makes global leaders successful in particular regions or cultures has tended to obscure a related goal of the academic literature, namely, the identification of universal traits exhibited

by global leaders regardless of culture, region, or situation. Some may contend in fact that the search for culturally contingent leadership attributes has directed attention away from the search for universal leadership attributes. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) is an example of the regional approach, a more-than-twenty-year study into how, why, and in what ways national culture directly and indirectly influences leadership behaviors through the expectations of societies (Dorfman, 2012). While a limited amount of GLOBE's scholarly bandwidth is expended in ecumenical inquisitions, its primary thrust is directed toward finding cross-cultural leadership differences.

This paper explores the dialectic in the literature between extrapolating culturally dependent components of leadership and revealing world-wide, unifying traits. The paper seeks to shed light on the tension between the competing lines of inquiry, an inherent push and pull creating both areas of conflict and sectors of agreement between the two approaches. In so doing, the leading theoretical models are considered from a global perspective, including transformational leadership, paternalistic leadership, and participative leadership. Why are collectivistic and hierarchical cultures such as those in Asia and the Middle East receptive to more authoritarian leadership models whereas individualistic societies in North America and Western Europe see higher indices of transformational and empowering leadership? What implications do these insights have on pinpointing those dimensions of leadership which are not cultural-specific? These types of questions receive due consideration.

How Cultural Markers Affect Theoretical Models of Leadership

The GLOBE project introduced what it called the "culturally endorsed theory of leadership" (CLT), an acronym which encompasses both a leadership theory and the specific attributes of that theory (Dorfman, 2012). Built on implicit leadership theory (ILT), CLT considers how societal and

organizational culture shape the ILT of a society's stakeholders. For example, in countries with high power distance values such as Russia and Iran, children are taught from their early childhoods to respect their fathers, the patriarch being the family unit's unquestioned authority figure in the culture (Dorfman, 2012). Transference of an adolescent's reverence toward his father to governmental leaders is a natural occurrence, a seamless evolution wherein mayors, governors, and presidents, as well as corporate chief executive officers, take the place of the father, assuming the unfettered respect and admiration as adolescents metastasize into adults, illustrative of the principle that the child begets the man.

As a consequence of the family dynamic of collectivistic cultures, the ILT in Russia, Iran, and other high power distance society contains elements of authoritarianism and paternalism (Hanges, 2016). Not surprisingly, the members of these societies expect their leaders to dispense orders without consideration for the members' preferences *and* without prior coordination with the members, while also being tolerant of a leadership style where civic and corporate leaders' interest in their subordinates exceed conventional boundaries. It is not unusual in high power distance societies for leaders to create a family work environment, taking active roles in subordinates' non-work activities, a theory premised on a the bargain of fatherly care and meddling in exchange for loyalty, order, and high performance. The GLOBE project's research on cultural determinants of leadership found support for the correlation between culture and leadership schema content, a theory first hypothesized by Shaw (Dorfman, 2012).

Another by-product of the scholarly inquiries into contextualized leadership attributes is the theory that cultural values function as predictors of leadership expectations. ILT has been shown to have application beyond the individual level, extending to the organizational and natural culture level of analysis (Bealer, 2014). In this way, cultural values have been shown to "predict" the theoretical model of leadership most effective in a particular culture. Societies which have high performance oriented

values, for instance, respond best to leaders exhibiting charisma and independence, expecting leaders to allow foster widespread participation in planning and administering activities instead of being limited to lower levels of engagement. Accordingly, researchers have found convergence between the cultural values of performance orientation and charismatic and participative leadership.

Some of the most interesting findings stemming from research into regionalized leadership theory pertain to the correlation between national culture and leadership behavior. Contrary to expectations, the former is *not* a predictor of the latter. Researchers with the GLOBE project found that "national culture values does not directly predict CEO leadership behavior," concluding instead that "national culture values are antecedent values which influence leadership expectations" (Dorfman, 2012, 510). Rather, it was found that leaders behave consistent with a society's idealized leadership, that is its culturally endorsed leadership theory (CLT), is a predictor of the attributes exhibited by leaders in a particular society. In a society such as Germany which desires participatory leadership, CEOs, elected officials, and other managers tend to act in a participatory manner. Similarly, in higher autonomous areas such as Eastern Europe, leaders manifest the corresponding characteristics, a demonstration of the axiom that leaders generally act in accordance with the expectations of those being led.

Universally Desirable Leadership Attributes and Dimensions

Standing in contrast to the strain of literature outlining situational leadership attributes is the subset of literature striving to identify universally desirable qualities. The dialectic between the specific and the ecumenical forms a kind of hinge, fastening two disparate yet related subjects of scholarly inquiry. Divorcing itself from a specific location or region, the identification of universal leadership qualities attempts to equip global leaders with a collection of attributes they can take with them anywhere, employing with confidence regardless of whether the society is collectivist or individualistic,

high power distance or low power distance (Martin, 2013). Demonstration that there are qualities which are not culturally specific would represent a significant aid to all types of leaders, whether operating at the non-governmental organization level or the multi-national corporate level.

Before considering the findings, it is first important to describe the six theoretical models most commonly encountered on an international scale. The first is paternalistic leadership, a theoretical model characterized by the creation of a family work environment, where close, personal relationships are established and where superiors frequently are involved in both work and non-work aspects of subordinates' lives (Aycan, 2006). The second theoretical model is transformational leadership, an approach possessing the markers of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Transformational leaders aspire to change their subordinates' behavior is positive, significant ways, the interaction have a net effect of personal growth, improved circumstances, and self-actualization. The third leadership theory is nurturant-task leadership, a style of leadership which blends task-orientation, discipline, toughness, and personalization. The nurturant approach revolves around the subordinates personal relationship with the superior, working hard not in order to achieve the objective, but instead to maintain a personalized relationship with the superior (Sinha, 1995).

The fourth model is participative leadership, a construct founded on a joint problem solving approach where leaders and followers conspire together, blurring the lines between authority figure and worker bee. Authoritarian leadership, the fifth model, places power firmly at the top of the hierarchy, orders given with little tolerance for discussion, input, or collaboration. The touchstones of the authoritarian approach to leadership are a clear command and control structure, the unwavering obedience to orders, and strict operational discipline. The sixth and final theoretical model of leadership

is vertical collectivism. Combining high power distance with collectivism, this approach "is based on

hierarchical structures of power and on moral and cultural conformity" (Triandis, 2002).

The GLOBE project found that of the 112 leadership attributes it identified, 22 were rated as

universally desirable, earning positive scores in every society assessed. The attributes garnering the

highest ratings were trustworthy, just, and honest. The GLOBE researchers found that "ideal leaders are

expected to develop a vision, inspire others, and create a successful performance oriented team within

their organizations while behaving with honesty and integrity (508)".

While the GLOBE project is the most extensive examination of cross-cultural leadership, other

studies have assessed the most effective way for a leader to behave when his followers come from

diverse cultures. Indeed, steering a pluralistic group is referred to as "global leadership," the process of

achieving a common purpose with persons of diverse, asymmetrical backgrounds, ethnicities, and

nationalities (Hanges, 2016). Globalization has ignited the interest in global leadership, the narrowing of

distance between peoples and cultures created by competition, technological innovations, and cross-

national business enterprises. As a result of globalization, there has been an increase in ambiguity,

complexity, and diversity in the work environment. Followers in pluralistic organizations have different

expectations of leaders than those in homogenous organizations, differences which suggest that a good

leader must change styles to meet individual member's cultural expectations.

Yet the literature on global leadership does not favor leaders changing attributes like a chameleon

changes colors. Instead, it indicates that there is a common core of competencies, universal characteristic

exhibited regardless of culture, organization, or the composition of the followers. "Global leaders need

to manage interpersonal relationships by being interpersonally engaged, interested in their social

environment, and emotionally intelligent" (Hagnes, 2016). Researchers have identified the traits of

tolerance of ambiguity, self-confidence, optimism, and emotional resilience as universally salient, traits with allow leaders agility and dexterity with regard to resolving conflicts and reducing tensions between culturally diverse groups.

The resultant feature of utilizing these competencies is what the literature refers to as a "global mindset." Mental processes, mindsets are the way people interpret and conduct themselves in particular situations. With a global mindset, a leader is predisposed to mediate between and across culturally diverse situations, moderating strategic realities which invariably crop up when a leader's subordinates are geographically spread out, pluralistic, and heterogeneous. Sometimes referred to as a "cosmopolitan outlook," the global mindset has been shown to increase one's cognitive complexity, the ability to maintain two or more perspectives on a topic in mind at the same time. Cognitive complexity "facilitates leaders' ability to switch from local to global mindsets as the situation demands," a skill which increases cultural agility (Aycan, 2013).

Conclusion

The two divergent threads of global leadership research represented by situational analysis and identification of universal traits create a fascinating dialectic, a conflict in the literature that students and professionals alike must moderate in order to get the most out of each component. While it is important to understand the lessons from the two approaches, it is equally important to be able to move back and forth between them, showing the cognitive complexity present in the most capable global leaders. Without the constant lens adjustments, a leader will be inclined to capitulate to parochialism, a narrow, culturally constrained viewpoint that hamstrings one in the attainment of the cognitive dexterity of the global mindset.

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Navigating a Sea of Distrust:
A Case Study of Trust Failures in the Placencia Peninsula

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On July 31, 2013, a non-binding Memorandum of Understanding (MOU) between the Government of Belize (GOB) and Norwegian Cruise Line (NCL) was entered, highlighting the value and importance of a new tourism project in Harvest Caye ("Belize Gov Rejects", 2013; Placencia BTIA, 2010). The tourism venture was outlined as an economic opportunity that would enhance the growth of foreign investment in the country, create much-needed jobs, increase foreign exchange and foster development in the Placencia Peninsula, an area in Southern Belize with four small villages and a population of less than 4,000 residents ("The Norwegian Cruise Deal", 2013). The promotional material for the NCL project promised future travelers an experience that celebrates the Peninsula's rich culture shared by Belizeans, Creole, Garifuna and Maya (Placencia Cruise, 2013). NCL's President and CEO Kevin Sheehan described the proposed port of call as "a cruise destination focused on sustainable design and eco-friendly principles that retain the natural beauty and local culture of this tropical paradise" (Placencia Cruise, 2013).

At first glance, the prospect of increased tourism revenue, local employment and foreign investment in a country with a national poverty rate of 41.3%, and an unemployment rate slightly above 10%, seems like a wise proposition (Statistical Institute of Belize, 2016). However, when the Harvest Caye MOU between GOB and NCL was brought forth by the media as an impeding deal, devoid of consultation or collaboration with the residents of the Placencia Peninsula, the local atmosphere turned to a sea of distrust rather than elation ("GOB and Norwegian", 2013). The negative response was in part based on a public commitment outlined in the National Sustainable Tourism Master Plan of Belize (NSTMP), which declared "Pocket Cruise tourism as only acceptable form of cruise tourism in South Eastern Coast Belize" (Tourism and Leisure Advisory Services, 2011, p. 132), as well as proposed "Public-Private Partnerships" (PPPs) as a strategy to "get the best results from tourism development, through promoting an integrated work approach and cooperation among the public and the private sector" (p.86). By

disregarding policy, and dispensing of community input, the GOB and NCL were facing an organizational trust failure.

This case study explores the reactions of Placencia Peninsula stakeholders to the announcement of cruise ship tourism in the area in order to understand the critical role that trust plays in sustainable community relations. Specifically, this article examines the community response based on information gathered from online news sources, single-issue websites, and blogs and social-media posts in the public domain to create a timeline and narrative of perceived trust failure. The search terms used for record collection were related to Norwegian Cruise Line, Southern Belize, Harvest Caye, Placencia Peninsula, and tourism. This paper will (1) review the importance of trust and community relations, (2) briefly outline the series of trust failures, in relation to the introduction of cruise tourism, which have impacted corporate-community relations between the Placencia Peninsula residents, the GOB and NCL, and (3) provide a discussion of the long-term consequences if trust repair is not addressed. This article does not seek to explore trust failures which may have occurred outside the issue of cruise tourism in the Southern Belize.

TRUST AND COMMUNITY RELATIONS

 "Trust in institutions and their license to operate is no longer automatically granted on the basis of hierarchy or title; rather, in today's world, trust must be earned."

-Richard Edelman President & CEO, Edelman Trust Barometer, 2016

Rotter (1967) defines "interpersonal trust…as an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon." (p. 651). Trust, therefore, is a foundational element in all relationships, including those relationships between the mass population, local governments and corporations (Dietz & Gillespie, 2012). However, a recent global survey found that only 43% of the general public has trust in the government, while only 53% of the general public has trust in the business sector (Edelman, 2016). With mass distrust as a common thread across the globe, it becomes imperative for organizational leaders, particularly those who operate internationally, to understand how to build, sustain and recover trust with their stakeholders (Dietz & Gillespie, 2012).

Dietz and Gillespie (2012) define organizational trust as "a judgement of 'confident reliance' in … an organization" (p. 6) judged on three dimensions of trustworthiness: ability, benevolence and integrity. Ability is a set of competencies or technical skills that allow an individual or group to possess influence in a specific area or situation (Dietz & Gillespie, 2012; Mayer, Davis, & Schoorman, 1995). Benevolence is the degree to which an individual or group is viewed as waiting to contribute positively to the relationship, beyond personal interest or financial gains (Dietz & Gillespie, 2012; Mayer et al., 1995). Integrity refers to a relationship between how an individual or group is perceived based on the "principles that the trustor finds acceptable" (Mayer et al., 1995, p. 719).

Nurturing trust between corporations and the community in which resides requires a conscious effort (Dietz & Gillespie, 2012). Community Outreach programs (CO), as well as Community Involvement initiatives (CI), have been noted as a corporate-community relationship best practices which assist in cultivating trust. CO and CI are often observed in companies with organizational values and strategies that align with societal issues (Rochlin & Christoffer, 2000). Typically, the leaders of these companies understand the value of community involvement and the importance of developing positive relationships within the locales where they do business (Kane, Fichman, Gallaugher, & Glaser, 2009). These leaders must also subscribe to the socially-responsible belief that when the community prospers, so does the organization (Juárez, 2016).

One method of fostering organizational trust is through open communication between the company and its stakeholders. In today's technological world, social media platforms and online news organizations are central to building, sustaining and managing corporate-community relations (Edelman, 2016; Kane et al., 2009). Before the widespread use of the internet, the actions of businesses and institutions were not subject to instantaneous feedback, scrutiny and opinions loaded with the capacity to reach a global audience. Online activism and reactionary commentary is now commonplace on social media sites, blogs, and news article comment sections. This emerging form of uncontrolled and unsolicited communication with the ability to be seen around the world, requires company leaders to seriously consider social media strategies to diligently monitor stakeholder sentiment, consumer reaction, and any potential organizational trust failures. (Kane et al., 2009). Organizations who proactively provide an open forum for stakeholder discussions, questions, and information convey an element of trustworthiness, which can be an asset should a trust failure occur (Dietz & Gillespie, 2012)

TRUST FAILURES IN THE PLACENCIA PENINSULA – THE ROYAL CARIBBEAN YEARS 2009-2011

From 2000 to 2008, cruise tourism in Belize rapidly grew from 58,100 annual visitors to 597,300 annual visitors, an increase of nearly 1000% over a nine-year span (Honey, 2009).   By 2009, the tourism industry became a major economic source for Belize, and contributed to 25% of the foreign exchange (Belize Tourism Board, 2010).   To address the swift, as well as potential new growth in the cruise tourism sector, the Ministry of Tourism, the Belize Tourism Board (BTB), the Cruise Ship Industry Association and other tour and travel stakeholders/organizations, agreed to adhere to the Belize Cruise Tourism Policy "to make cruise tourism a component of the tourism industry by providing support for its growth and development within the framework of its environmental policy" ("Belize Cruise Tourism", 2007, p. 2). One objective of the document was to explore additional ports, and Placencia was cited as a potential location.

In 2009, a private investment firm with ties to Royal Caribbean Cruise Lines (RCI) "directly" approached the GOB and "very quietly" proposed a plan to build a cruise tender arrival area and village in Placencia (Wilson, 2012). On January 6, 2010, the Prime Minister of Belize announced during a radio interview that a cruise port was coming to Placencia, where most citizens were not informed a cruise tourism proposal was on the table. In addition, many of the residents were not aware that RCI and a group of private investors had already purchased land in the village through a real estate brokerage firm with alleged ties to a member of the Belize Ministry of Tourism. Based on the circumstance outlined, GOB and RCI had an organizational trust failure on their hands, and as one Placencia resident posted on Facebook, "This is all looking really, really bad for GOB in my humble opinion, as well as Royal Caribbean; why would they send a Real Estate Broker to break this news to the elected leader of Placencia and not some official from Royal Caribbean or some representative from the GOB?" (Leslie, 2010).

Nine months transpired between the initial project announcement in January and the first formal public consultation held by the Belize Ministry of Tourism, BTB and members of RCI. During that period, Placencia Peninsula residents launched a grassroots campaign to oppose cruise tourism in the area. The website nocruises.org was established in August 2010 and provided links to articles outlining the potential threats of cruise tourism in Placencia, policies opposing cruise tourism, updates on public

discussions, and information on how to support the no-cruise cause, including a link to sign a petition against the proposal. In addition, the Peninsula Citizens for Sustainable Development and Keep Cruise Tourism Away From Placencia Belize! each started a Facebook page, with the former deploying a website as well. The Placencia Chapter of the Belize Tourism Industry Association also joined the fight using online news articles and member surveys. Later, the Association for Protected Areas Management Organization (APAMO) came on board as well.   Anti-cruise tourism forums, travel blogs and online comments on local news stories were also found to support the no-cruise movement.

By the time public consultation hearings were underway in the fall of 2010, many of Placencia Peninsula residents were overwhelming opposed to the RCI project, and they had no issue calling out the BTB for assuming public acceptance, as noted in the first draft of the Tourism Action Plan 2010-2012 (Belize Tourism Board, 2010). Overall public sentiment was cruise tourism was a "done deal" with a plan and the land, even though BTB publicly denied the project was approved ("Placencia Paradise", 2010).

However, the project did not, in fact, become a "done deal". After a BTB-commissioned report following the public consultations, the RCI project was eventually denied (Wilson, 2012). *A Social Viability Assessment of Cruise Tourism in Southern Belize* conducted by Seatone Consultants supported the strong local opposition to cruise-related tourism and revealed persuasive and relevant evidence that Placencia and its surrounding visitor attractions were not sufficiently prepared to handle the crowds associated with cruise-ship mass tourism. Also cited were examples of the past inefficiencies within the management and regulation of the established ports of call in Belize City (Seatone Consultants, 2011; Wilson, 2012).

Following the release of the Seatone Report, the Belize Ministry of Tourism unveiled its commissioned report, the 2011 *National Sustainable Tourism Master Plan* (NSTMP), a 19-year strategy focused on furthering the development of its rapidly growing industry. The Master Plan set forth that pocket cruise tourism, which provides service for 300 maximum passengers, is the only suitable type of tourism for the Placencia Peninsula, as opposed to mass cruise tourism (Tourism and Leisure Advisory Services, 2011).

TRUST FAILURES IN THE PLACENCIA PENINSULA – THE NORWEGIAN CRUISE LINE YEARS 2013-PRESENT

Although confidence in the GOB may have been somewhat restored after the Seatone Report, the NSTMP, and the termination of the RCI proposal, a second organizational trust failure was soon underway with the May 2013 announcement of private negotiations with NCL for a port in Crawl Caye, just off the Placencia mainland. The proposed location was quickly overturned because the small island lies within a UNESCO World Heritage Site. However, the GOB was still open to hosting a port in Southern Belize, and two months later, the MOU between the GOB and NCL for a port in Harvest Caye was announced without any input from the community or its stakeholders ("Will There Be a Cruise", 2013).

To combat the NCL project, Peninsula residents reignited the no-cruise movement with some familiar players from the RCI battle, as well as the new recruit southernbelizecruise.org, which also managed the twitter account @placenciacruise and the Placencia Cruise Facebook page. A new petition to stop the project was also started on thepetitionsite.com.   Other new additions to the conversation included Village Council Facebook pages, such as Independence Village Council and Placencia Village Council PVC, although the content focuses on announcements and events than rather than activism.

Despite online strategies, public hearings, community outcry, and a lawsuit filed by the Belize Tourism Industry Association against the Department of the Environment (DOE) and the National Environmental Appraisal Committee (NEAC) for approving an environmental impact assessment without public consultation, the NCL project remained on track, and is currently scheduled to welcome its first ship in November 2016 ("BTIA Begins Lawsuit", 2015; "Harvest Caye", 2016).

Repairing Trust Failures

Successful corporate-community relations requires interdependence, and in this case study, the cooperation between the GOB, NCL and the residents of the Placencia Peninsula will become necessary to the sustainability of the tourism efforts in the region. Nonetheless, cooperation does not equate to trust (Mayer et al., 1995). And in order to be trusted, an organization or institution must be trustworthy, which includes demonstrating ability, benevolence and integrity (Dietz & Gillespie, 2012; Mayer et al., 1995). Company leaders who choose to dismiss or discard the voices of the community should be aware of the potential cost to the organization's reputation and its stakeholders when they do so.

And in a world connected and influenced by social media, awareness of organizational trust failure is more likely to reach global proportions in a very short amount of time. Although the plight of the Placencia Peninsula may not have reached the mass population, the potential for further online activism with the next cruise port terminal is only a click away. As noted in this study, the social media players increase, as does their reach, over time. Until a company takes the risk to proactively open a pipeline for information and communication, online communities, as well as public consultations, will be viewed as the field of the adversary rather than the ally (Kane et al., 2009).

Rebuilding trust takes time, especially after a series of trust failures have occurred. Some organizations may choose to ignore trust issues, in hopes they will just go away. To those company leaders who choose that path, the price may be costly. Rather than run from distrust, company leaders must dare to look within to examine their own actions, beliefs and policies in search of creating mutually-beneficial community partnerships. However, organizational self-reflection does come at a risk, and that cost may include losing leaders who are no longer perceived as trustworthy (Dietz & Gillespie, 2012).

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Infusing Technology into Third World Countries

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Abstract

As technology has shown a significant role in the development of the Western World and its economic growth, Third World countries are still suffering to integrate advanced technologies into their system today. With globalization and cooperation from developed countries advanced technologies can be infused into Third World countries. Integration of technology in Third World countries will produce several advantages such as economic growth and development. Through integration of technology, Third World countries will have the opportunity to have a better connection with the rest of the world.

Introduction

In the 21st century technology has been an extremely important aspect of every individual and organization in the Western World. Yet, Third World countries struggle in incorporating technology in their policy and culture. In fact, the inability of developing a policy to integrate technology in their system is strongly considered to be one of the primary reasons for the poor economy of those countries. Currently, technology with its advanced features is used as the primary source to keep people connected around the world. Today, Third World countries cease to incorporate technology into their communication, leading to an increasing gap with other parts of the world. As a result, people from all over the globe tend to pay less attention to the poor economic conditions of the Third World countries. By avoiding integration of technology, those countries will instead reach economic stagnation, which might later increase poverty and lead to a higher unemployment rate.

Infusing technology into Third World countries and underdeveloped countries should be strictly considered by the United States and other developed countries. By integrating the World Wide Web and allowing the communication lines, those countries will improve their economy and raise their people's

standard of living. The idea of incorporating technology and its effect on improving the economy in those countries seems to be clear and easily applicable. However, determining different ways to infuse technology into Third World countries is considered to be more complicated than it looks like. Most of Third World and underdeveloped countries do not welcome the influence from the United States and other developed countries due to several political factors. Some Third World countries have the belief that bringing technology will lead to an increase in control and influence by the developed country to be used as a way to take over their nations; putting them at a further disadvantage. It is important to have the people living in Third World countries realize that integrating technologies into their system will be used for their own benefit rather than to harm them.

Technology causing Economic Growth

The World Wide Web technology is one of the most popular inventions that support growth theory in economics and is considered to be one of the greatest solutions to increase the Third World countries current economic situation. The United States and other developed countries use all kinds of existing technological devices and practices to help them work on new ideas and implement them into reality (Sandford, 2003). Therefore, marginal productivity rates in those nations are directly related to the technological discoveries their people make that allow them in gaining a sustainable economic growth over their competitors. On the contrary, Third World countries are typically positioned far from this economic growth that could boost their economy due to lack of available technological resources (Sanford, 2003).

Technology & Job Creation

In many Third World countries the unemployment rate is found to be very high. Driving technology can decrease the unemployment rate by creating more job opportunities in those countries. During recent years the United States and other developed countries have been using advanced technologies to significantly contribute to their market development and increase productivity, which Third World countries can also benefit from. For instance, a project done in West Africa called e-Ghana has created 1,000 job opportunities from integrating technology. The project's main goals were to develop an electronic tax application and create new jobs for West Africans (Woodman & Long, 2014). Additionally, by integrating technology in Third World countries more IT companies will be able

to open and this will lead to an increase in job opportunities. With the support of the technological transformation the benefits will be remarkable and it will build upon local technical skills in the Third World countries.

As technology continues to advance, creating a sufficient technological environment in different types of organizations where almost every job today requires a certain degree of advanced IT skills. As a result, technology has been increasing job opportunities across the world (Dobush, 2015). With today's technology and its latest features all of its aspects could be utilized in every industry. The emergence of new services is one of the benefits advanced technologies offers to all different kinds of industries. Today, mobile phones and other computer software make those services accessible for everyone online. Third World countries can benefit from those provided services through advanced technologies in different fields such as agriculture, healthcare, and education. For example, in Kenya a project called e-Warehouse uses mobile phone services to help small farmers store their crops (Dobush, 2015). A variety of industries can be advanced through integrating technology in Third World countries. However, indicating the appropriate technological elements in different organizations will be crucial for Third World countries to reach economic success.

Globalization is the key

One of the main reasons to infuse technology in the Third World countries is that existing technologies developed by other nations can be used; the Third World countries just need to learn how to integrate and operate them. Consequently with all integrated technological advantages, Third World countries will have the opportunity to develop and share the same conditions as the Western World (Wessner, 1999). However, different ways should be determined in order for this phenomenon to occur. One of the possible ways proved by several economic analysts to infuse technology to Third World countries is globalization, which can be reached by advanced technological emergence. Globalization can occur through communication channels, technical and scientific workshops that will allow Third World countries to adopt the existing advanced technologies. Also, the process of globalization will help Third World countries to adjust to technology at a much faster pace (Archibugi & Pietrobelli, 2003).

Infrastructure development to support technology

One of the most common challenges that Third World Countries face when integrating technology is the lack of infrastructure that might interfere with technology. It is crucial prior to infusing technology into Third World Countries to develop a sustainable infrastructure plan that could support advanced technologies. Where technology cannot work by itself. With planning and developing infrastructure technology in the Third World countries can have sustainable economic growth. Continuously improving the infrastructure in those countries will also achieve sustainable development in different fields such as schools, factories, and roads, not only in technology (Ng'ang'a, 2012).

Better Education

While integrating technology in Third World Countries is well thought out for economic development and growth, it is also as important in improving education. As a matter of fact, education is a priority that Third World Countries need today to take them to the next level and even lead them to the status of developed countries. Having better education can benefit the people in many aspects such as improving health, political stability, and even economic growth that will eventually alleviate current conditions of poverty. By integrating advanced technologies education will reach superior outcomes. A lot of students in those countries do not attend school due to lack of resources such as transportation and school supplies. Fortunately, with the emergence of technology in their education system those need for resources will no longer be an issue.

However, providing education systems with existing technologies may not be enough. Therefore, to reach expected outcomes and achieve economic development, Third World Countries will need to train their individuals to develop required technical expertise to be able to perform certain roles (Wilson, 2004). For this to happen, those countries will need institutions that will involve technology experts to help the people adjust to digital technologies. Furthermore, it is extremely valuable for Third World Countries to consider developing their own educational systems that will lead to highly competent graduates in the future.

Innovative Curriculums

When integrating technology into education, specifically in Third World and developing countries, it is important to consider creating a curriculum that will satisfy the students' need in those countries. It is assumed that most of those students have never experienced such advanced technologies before. A non-profit organization in the United States called the Math/Science Nucleus designs curriculums with integrating technology for developing countries. The curriculum provides the teachers with essential training to perform the task. One of their innovative projects was designing a curriculum for a science class in Eritrea. Results have shown that in developing countries students and teachers have adapted to the innovative curriculums positively (Blueford & Rosenbloom, 2003). Also, one of the benefits of cultivating innovative curriculums is that it will be used as a driving force for local teachers to become more qualified in order to undertake roles that will allow them prepare for a more educated generation.

Generating Fund Raising

It would be extremely valuable if all education systems in Third World Countries at least at the bare minimum have an online connection to the rest of the world such as a website or a social media account. These online connections could bridge them to the world and could make them more approachable. A lot of schools in Third World Countries are lacking essential supplies such as printers, pencils, and papers. By having an online connection, the rest of the world will have an insight and perceive in experience of their current situation. Consequently, this bridge will generate online donations and fundraising that will help those schools receive their essential supplies. Furthermore, with the belief that integrating technology is the key for better education, donations will probably also include digital technologies. A donation of only a projector and a laptop computer in a teaching classroom can develop a technological learning experience for students (MacKinnon & MacKinnon, 2013).

Political Challenges with Technology

As the implementation of integrating technology appears to be feasible, various challenges may be encountered along the way that might prevent this strategy. One of the possible challenges is that

several people living in Third World Countries do not welcome the influence from the Western World. Most of the citizens will resist these changes and the strategic plan of integrating technology could be negatively perceived. In fact, they find that bringing technology into their countries will be a source of corruption and bad influence to their culture and society. It is really crucial for Western and other developed countries to identify suitable ways to help those countries realize the global benefits they will develop from integrating technology (Sipe-Haesemeyer, 2016). Moreover, a survey conducted by the Pew Research Center on current Internet users in 32 developing countries identified the impact of the Internet. The survey concluded that 42% of the people think that Internet has a bad influence on morality, which is a key principle for people living in Third World Countries (Poushter, 2015). While integrating technology in nations where such cultural heritage is important, various ethical factors must be placed into consideration.

Conclusion

In conclusion, in order to infuse technology into Third World countries it is significant to take social, economic, and political factors into account. Infusing technology into Third World countries can make a positive difference to their nations. With globalization and the help of developed countries such as the United States, Third World countries will achieve economic development and growth. However, it is really important to put infrastructure development plans into consideration in order to support the integration of advanced technologies. Technology will bridge Third World countries to the rest of the world and make them more approachable. A sustainable technology development will offer better opportunities and raise the standard of living of the people living in Third World countries. It will also create more job opportunities and will enhance the education system to achieve a sustainable economic wealth.

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Solidarity as a Global Issue

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for Global Leadership Conference
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Global Issue

"The word solidarity is a little worn and at times poorly understood, but it refers to something more than a few sporadic acts of generosity. It presumes the creation of a new mind-set that thinks in terms of community and the priority of the life of all over the appropriation of goods by few."

— Pope Francis

In general, I come from a place of curiosity and learning. I am grateful for Dr. June and thankful

to our cohort for the insights gained and the opportunity to develop the ability to understand what it

means to be "globally competent" through our time together in EDOL 754A. While there are a number of

ideas I have developed a better understanding of over the course of our learning experience in Central

America, there is one stand-out global issue that I look forward to relating to real-world situations

moving forward.

Learning

The global issue connected to my experience in Placencia, Belize is related to the expression of

solidarity in diversity as a global leader and proposed ways to promote the common good in developing

countries. Our time together has challenged my thoughts on the attributes of a global leader and through

our learning the expression of solidarity stands-out as one very specific characteristic of a globally

competent leader. Building on my learnings through the MSML and EDOL programs, I look forward to sharing my real-world application on a handful of course learnings, grounded in the literature as presented in EDOL 754A. It is from my personal Christian perspective, I explore solidarity in relation to Catholic Social Teaching in developing countries and determine our social responsibility as global leaders related to this principle.

Solidarity Defined

The main religion in Belize is Roman Catholic by 39.3% (United States, 2014) and in this way, the principle of solidarity and connectedness that is deeply rooted in scripture and Christian history is relatable to a large number of Belizeans. However, like many Catholic social principles, solidarity is a concept that is used widely but has different connotations depending whether the context is secular or faith-based (Lysaught, 2014). For example, in secular settings the term can be used to refer to political unity primarily among oppressed groups, enabling them to organize to overcome social injustices (Boyer, 2013).

From a political perspective, an independent expert on human rights and international solidarity is appointed by the United Nations Human Rights Council is and is committed to promote human rights and solidarity. In this context, international solidarity is defined as precondition to human dignity, the basis of all human rights, and has a bridge-building function across all divides and distinctions (Muhammad, 2016) whereas, in the Christian tradition, the principle has a richer understanding referring to the interconnectedness and interdependence of God, persons, and creation (Lysaught, 2014). The central concept of solidarity according to the Catholic Church's underlying social doctrine is that of "philia" which Aristotle in same way envisioned society to be a community of individuals aiming towards communion (Pontificia 2008).

Altogether, solidarity indicates the ways in which God walks with humanity, and creation and calls all people to do the same and this deep interconnection translates into a sense of the "community" of all people and includes a motivation toward action for justice (Lysaught, 2014). For this reason, the vision of "walking with" is captured in the term "accompaniment" that is often used by Latin American theologians" (Lysaught, 2014). In a like manner, Marx suggested the most basic human need is to have human connection (Heilbroner, 1999). Ultimately, solidarity calls all to unite for action on behalf of the common good and the basis for this united action is the belief that all persons are intrinsically interconnected and interdependent (Lysaught, 2014). Through learning the global leadership competency of solidarity I also experienced a first-hand experience of promoting solidarity while in Belize through our group consulting project work.

Promoting the Common Good

The shared saying, "let us learn solidarity. Without solidarity our faith is dead" (Lennan, 2014) expresses a Christian approach to solidarity in diversity in one way through a focus on the interpersonal relationships. In this context, the common good can be understood as the material and social conditions that allow people to reach their full human potential and to realize their human dignity (Lysaught, 2014). One way to take a look at the what the common good is at a particular point in time is through reading the situation and shaping the conversation which provides people the opportunity to learn to work and discuss together (Scheff, 2008). According to Amin, is the real-life encounter with difference, engaging in joining practices that are the beginning of a learning process that disrupts stereotypes and initiates new attachments among strangers (Amin, 2002b, 970). Comparatively, the learning through our group consulting project work was while I come into new experiences with my own lens the central fact of my

life as a Christian is that I my hope is to work through the issues of society for the common good (Conway, 2003).

And so, through our group consulting project as a small team we set out with the goal to propose ways to promote the common good in the developing country of Belize. With this in mind, we developed a service leadership plan that integrated theory and practice by partnering with St. John's Memorial in Placencia to strengthen the elementary academic program. Together, we collaborated with the administration to identify potential learning gaps, which lead to adult math deficiency in the Stann Creek District. In partnership with Principle White, we developed a math curriculum designed to provide teachers and student parent educational tools to encourage higher order thinking among students and together began implementation toward the identified opportunities that lead to improving numeracy in the district.

I experienced the group consulting project as an opportunity to share my faith through my actions. Specifically, working together with St. John's Memorial and the personal interaction with Principal White and his staff and engaging with the math exercises geared toward collaboration are the moments I felt like I most identified with the principle of solidarity. Working side by side in collaboration with Belizeans was a once in a lifetime opportunity for me to get to see how the Lord sees to every detail in all our lives. As Lysaught describes, "learning to practice the virtue of solidarity means learning that 'loving our neighbor' has social dimensions in an interdependent world" (Lysaught, 2014, p.1). Spending time with Principal White and with his staff learning about his love for the school and sitting down and listening to Michelley at Robert's Grove share her love and hope for her children are the memories I carry forward with me.

In essence, the approaches of appreciative inquiry and humble inquiry from Schein and Trosten-Bloom tie into my learning of how I express solidarity in diversity. For example, humble inquiry encourages openness and curiosity about another to with give and take that based on mutual trust and respect (Schein, 2013). Similarly, appreciative inquiry is a model that encourages people to engage in positive dialogue (Whitney, 2003). From another angle, discovering and influencing motives that drive behaviors introduced through Dr. June's SPELIT resource has increased my global self-awareness personally and interpersonally. A common theme in each of these theories is to lead by listening, and asking a question versus telling.

Application

Our time together has given new meaning to my approach to work through my developing understanding of the basic principles global leadership. Our time has encouraged me to spend time thinking, researching, and reading about events in the world through *The International Journal of Social Economics*, and through *The Journal of Economic Perspective*s and my ability to relate and share in relevant and topical conversations is increasing. The number one current impact of my learning comes from the principle of solidarity and "walking with" my neighbor which is leading to an increase in confidence in my day to day interactions.

Personal Impact

There are many additional learnings and applications I anticipate making a personal impact in my everyday life. One learning from this course that I anticipate making a professional impact as I move forward is that I now have the ability to create approaches to addressing problems through analysis tools such as SPELIT to discuss and analyze classical and contemporary social, business, political, and

educational challenges. A second learning that I anticipate having a positive impact is through my gained knowledge of economic principles and the analysis required in the design and evaluation of policies in both the public and private sectors. The third application that I anticipate making a professional impact is a gained competency in applying global theory and research to real-world settings. Altogether, I feel that I have the understanding of the tools needed when entering into an unfamiliar experience in a new country. Whatever my next cross-cultural experience might be I anticipate having the ability to walk into a new situation and recognize that there will be communication issues and to understand there will always be something that gets lost with the transfer of information. Additionally, there will likely be values conflicts based on each person's lens due to upbringing or potential cultural biases. With these couple components in mind, I will recognize the detective work then comes into play to determine what information I have and what questions need to be asked given the situation.

From Now On

From my learning of our approach to leading globally in Belize, I plan to continue developing my understanding that everyone goes into a situation from a values view and by appreciating the perspective, and recognizing diversity a shared confidence can be developed in coming together. I will also be mindful that when leading globally values approaches are implicit within our individual disciplines as trained. From now on, knowing what I know after taking this course I will approach my interactions through the relational lens of a globally competent leader.

My personal life philosophy is to believe the best in people. As a Christian, I aspire for a legacy to be identified as faithful. In this way, I will determine the ways I can incorporate my legacy into my everyday action, and I will recognize, "the virtue of solidarity is rooted in the Catholic commitment to the common good, for it is the only way to achieve the good of all—the good that we share in common.

If we are truly interconnected, the suffering and ill-fortune of one of us diminishes us all. In all ways—economically, politically, in care for the environment, personally—we can only live well when we recognize and foster the bonds that connect all human persons" (Lysaught, 2014, p.12). Through this truth, I will continue to feel encouraged and equipped with the resources to develop my capacity to apply the global competency of solidarity through my interpersonal relationships work related opportunities.

Likewise, I plan to continue to develop engaging relationships and work toward fulfilling my purpose in life through serving in promoting the common good and continued learning. Along the way, I hope to develop a parallel career path of teaching, researching, and writing as Drucker shared in *Managing Oneself*. Additionally, I plan to continue developing through my connection with Pepperdine and the Ph.D. program. Specifically, I will look into collaborating with Dr. Kevin Groves through his work associated with leadership effectiveness and team performance for teams that are high in cultural diversity to identify stakeholders within my organization that have an interest in designing and developing a service leadership plan related to leader cultural intelligence.

Summary

In short, what constitutes the common good will always be a matter for debate. As a global leader, I will continue to reflect on my sensitivity to the common good and make choices that protect the common good. I will continue to reflect on the definition of global leadership and to consider my values, beliefs, and attitudes as well as how they translate into my personal and leadership behavior. I will continue to expand my understanding of what it means to be "globally competent." My faith along with my relationships help me establish a more thoughtful understanding of contributing during my time here as well as in creating something that will go on after me. Lastly, thank you to Dr. June for providing the

experience to put our learning into practice and for encouraging and developing community through our

time together in EDOL 754A.

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Global Leadership through Humor

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A significant amount of literature has been published suggesting that connecting leadership and learning through humor has a potential to significantly increase the productivity of a work environment. There are a multitude of methods by which an individual can connect leadership and learning through humor, which is largely dependent upon the situation. Not only humor allow one to delegate complex information in an easy and intuitive manner, but it provides one with a means to connect with their employees, thereby ensuring that all job functions pertinent to organizational growth are completed. Even though the contemporary work environment frequently utilizes humor as a means of leadership and learning, the amount of empirical research data elucidating on its efficacy is limited. Studies have been published suggesting that workplace productivity, employee morale and organizational growth occur when one employees humor within their practice; however, the qualitative data supporting this claim is insufficient. Therefore, an analysis of how one can connect leadership and learning through humor will be completed herein by employing quantitative research methods.

There are numerous mechanisms by which one can connect leadership and learning. One could employ hands-on techniques in an attempt to provide those with a personal experience that will increase the probability of them executing the appropriate action in their future practice. Moreover, one could provide training seminars that presents a significant amount of information that clarifies on each facet associated with the process under instruction. Lastly, one could abandon the traditional business ideologies and understand the information that is being delivered does not need to be boring and tedious, but can be delivered in an exciting manner. In fact, Spillane and Sherer (2004) found that a teacher can increase a student's retention of complex material by injecting humor into the curriculum, thereby increasing the student's attention and awareness of the information being presented. A significant amount of evidence has been presented suggesting that there is a connection between leadership and learning

where the use of humor greatly increases the receiver's ability to comprehend and apply that knowledge moving forward. Therefore, an analysis of using humor to enhance learning and leadership must be provided to validate its efficacy.

An effective leader is one who possesses a sufficient understanding of the organization's mission, goals and primary objectives. An individual who possesses this knowledge will act in a manner that is in the best interest of the organization. Furthermore, understanding the current business market will increase the likelihood that an action is executed that has the greatest potential to increase the viability of the organization. For example, Friedman (2014) reported that one of the most proficient leaders in the contemporary business environment is Jeff Bezos of Amazon. Bezos is a pioneer of electronic commerce (e-commerce) and realized that there was a significant niche available for one to engage in Internet commerce. In addition, Bezos innovative the concept of predictive analytics, where a consumer is best matched with a product based upon their past viewing history. To continue, Bezos has revolutionized leadership by providing consumers with multiple options in regards to how they can acquire and return products. As a result of this effective leadership behavior, Amazon quickly became the largest Internet retailer in the world with a market valuation of approximately $268.14 billion (Friedman, 2014).

To understand the association between leadership and learning, one must identify the characteristics and attributes that constitute an effective leader. The traits that an effective leader must possess are relatively intuitive; however, it is possible that an individual inaccurately utilizes their leadership attributes, thereby impeding their ability to positively influence those around them. This reduces the individual's ability to convey information in an appropriate manner and therefore, limits the learning capacity of those being delivered the information. According to Brooks and Normore (2010), an effective leader is one who possesses knowledge and understanding, skills and ability to communicate, teamwork, visioning, risk-taking and recognizing the value in others. A brief presentation of each trait is provided below, in conjunction to a relevant business example that solidifies the importance of the trait.

Vision, as per Friedman (2014), is a trait that allows the leader to analyze the future direction of the organization. Understanding the current organization's environment is just as important as predicting the future fluctuations and therefore, an effective leader will take the time to critically assess future modifications that must be made to enable organizational growth. To continue, Friedman (2014) indicated that visioning via the application of teamwork can greatly increase a leader's ability to predict

the future of the organization. For example, a diverse organization is one that employs individuals from all demographics. An individual from one ethnicity will not possess the same life experiences as another. These unique life experiences provide one with the ability to critically assess and present resolutions that would be otherwise unfamiliar to other demographics. Therefore, Friedman (2014) suggested that developing a vision through teamwork can greatly increase the probability of an organization appropriate reacting to business changes in the future.

Although risk-taking may seem counterintuitive to the success of an organization, possessing this trait is advantageous. The competitive, capitalistic nature of global commerce necessitates an organization to innovate products that separates them from their competitors. There is no guarantee that the innovation that is developed will be highly revered by the public and therefore, result in organizational growth. However, there is a likelihood that the novel product will be advantageous and increase the organizations revenue growth. In this manner, an effective leader is one who takes risk to increase the financial viability of the organization. Of course, there is a boundary between executing inappropriate and appropriate risks, which will be largely dependent upon the situation and the amount of resources that must be allocated to the risk (Friedman, 2014).

There are a multitude of leadership styles that one can employee to improve the functioning's of their organization. According to Ferren and Stanton (2006), no single leadership style is more advantageous and another and the application of each will be largely dependent upon the situation at hand. For example, the application of autocratic leadership will be more appropriate in situations where obedience and professionalism is essential. Conversely, a democratic leadership may be more appropriate when a more participative style of learning is necessary. As such, a brief introduction of the different leadership styles is necessary to understand why connecting leadership and learning through humor is appropriate.

The experience of employees usually necessitates the type of leadership style that is utilized. Employees that do not require a significant amount of supervision are typically led via Laissez-Faire, as the employees are highly trained and complete their job functions with little-to-no feedback. Obviously, this leadership style is not advantageous for the majority of organizations, especially those that have higher rates of employee turnover (Ferren & Stanton, 2006).

The autocratic leadership style allows managers to make decisions alone without the input of others. In this regard, the leader would possess all of the control and any input provided to the employees would be negligible. This type of leadership style is not commonly employed within the United States, but is more relevant in nations that have an autocratic-style of government (Ferren & Stanton, 2006).

In opposition to the autocratic leadership style, the participative or democratic style welcomes input from team members and peers, but requires the manager to make the final decision. This leadership style is the most common in the United States and according to Ferren and Stanton (2006), has shown to significantly increase employee morale and productivity of an organization.

Managers who utilize this type of leadership style provide employees with rewards and/or punishments depending upon how a certain task was completed. For example, a team will set a predefined goal that must be accomplished in a certain period of time. If the goals are accomplished, then the team members will receive an award for their actions, such as incentives, bonuses or time off (Ferren & Stanton, 2006). This leadership style has been shown to increase employee productivity, given that their actions have a direct result on the rewards that they receive.

This leadership style requires managers to motivate their employees to ensure that a predefined goal is met. Effective leaders will employ communication tactics to reinforce the behaviors of employees, thereby increasing the likelihood that the task will be completed in a timely manner. These types of leaders typically focus on the long-term goals of the organization and execute actions that allow for this to be accomplished.

Traditionally, organizations were viewed as a place of business that required continuous professionalism with minimal 'joking around'. Although the importance of maintaining a professional environment with an organization is still relevant, many contemporary organizations have scaled back on the strictness of the work environment in an attempt to increase employee productivity. One highly advantageous method is the incorporation of humor within the workplace and evidence presented by Jonas (2004) does suggest that humor has a capacity to connect leadership and learning, thereby promoting a healthy and productive work environment.

Developing appropriate types of humor within the workplace can be relatively difficult. The humor must be appropriate within an organizational environment; however, it must be lax enough to

elicit a humorous response. For example, Jonas (2004) indicated that a leader can develop humor by assuming a joy is demeanor that exudes happiness and a willingness to engage those in the immediate vicinity. This will make one more approachable and will provide a more relaxed atmosphere that permits all individuals to interact in a more personable level. After the employees understand that joking is accepted, all individuals will begin to interact with one another in a more playful; albeit, professional manner.

Furthermore, Winnail, Dorman and Stevenson (2004) reported that the appropriate use of body language is vital to the institution of a humorous environment. Nonverbal communication is just as important as verbal communication and a leader must be careful in how they present themselves to their employees. A leader should approach an employee in a welcoming manner with a warm demeanor that is easy-going. For example, Winnail et al. (2004) suggested that practicing one's body language in a mirror, in addition to the types of humorous material that will be delivered to an employee, will increase the likelihood that the information being presented is in fact enjoyable.

Gorham and Christophel (1990) indicated that there is a learning curve to humor and taking the time to analyze the leadership styles being employed within an organization will make one more effective when interacting with their employees. For example, it may not be advantageous for a transformational leader to joke when motivating the employees, as the joke may not be perceived in an appropriate manner. In addition, a transactional leader should not joke about the type of rewards that will be provided if the employees accomplish the predefined goals. As such, there is an appropriate time for one to engage in humorous behavior and understanding the situations where humor is appropriate will increase the effectiveness of this behavior.

There are different methods by which a leader can employee humorous behavior to increase the retention of the information being delivered. The most advantageous, according to Jonas (2004), is the establishment of boundaries that provides all individuals with an understanding of what appropriate and inappropriate humor entails. It was mentioned above that a modern business has a plethora of ethnicities, cultures and races that have different ways of thinking. As such, a set of criteria must be developed that ensures that the humor being propagated is appropriate for that particular work setting. This will guarantee that the humor is having an advantageous effect on learning and is not resulting in the development of an inappropriate work environment that negatively impacts an individual's well-being.

Furthermore, an effective leader will engage all employees in the same manner. Boyatzis and McKee (2013) elucidate on the concept of compassion within the workplace and how engaging employees differently can result in the development of a hostile work environment. The environment is a hostile in a way where the well-being of an individual is threatened; it is hostile as a segregation will occur between employees where one believes that they are not permitted to joke around because they are not being engaged by the leader in the same way. Alas, this can significantly impede the productivity of an organization and therefore, must be avoided at all cost (Boyatzis & McKee, 2013).

Humor, under the right circumstances, has the capacity to increase the motivation of the employees. If an individual commits a menial mistake, a leader could joke with the individual to express that the mistake is not significant and no way is reflective of the employee's true performance. In this regard, the leader is reducing any embarrassment that the employee may be feeling while simultaneously reinforcing the positive actions that the employee has completed in the past. Therefore, the application of humor can reduce any adverse feelings that an employee may be feeling about a particular situation by making light of the mistake.

One of the beneficial aspects of humor within the workplace is its capacity to increase the attention of the employees. If a leader is telling a humorous joke, Jonas (2004) suggested that there is an increased likelihood that the employees will be carefully following every word that is spoken. In this regard, the employee does not want to miss the punchline of the joke and attentively listens to find the humor. By incorporating humor within one's leadership style, they can increase an employee's attentiveness by making the information presented enjoyable. Jonas (2004) reported that a leader who is able to accomplish this will be more capable of delivering information with higher rates of retention.

To continue, Muñoz-Basols (2005) indicated that it is essential that a leader reduce the use of phony or polite laughter as a response to humor. This type of behavior suggests that the individual is uncomfortable with the situation and desires to in the communication immediately. Again, this requires a leader to not only be proficient in verbal communication, but understand how one's body language influences their behavior. If an employee is physically stating that the situation is making them uncomfortable and they are not enjoying the humor, then the communication should be ended and a more appropriate means of communication should be sought. It goes without saying that the type of humor that one employee finds enjoyable will not be the same as another. As such, the leader must take the time to

understand what each of the employee's desires or develop a humorous routine that is conducive to all of the staff.

Bell (2009) indicated that humor can be used to increase an individual's ability to understand a second language. Learning a second language is a difficult process that requires a significant amount of commitment. This increases the probability of burnout, where the individual loses interest in the second language as it is too difficult to learn. Bell (2009) found that injecting humor into the information being delivered significantly decreased the number of individuals who quit the second language course, in addition to higher test scores on all examinations. The same concept can be applied within organizational setting when the type of information being delivered is tedious and boring. Unfortunately, organizational data is not always pleasant to analyze; however, the incorporation of humor can increase an employee's willingness to follow the information and this will lead to greater retention.

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HIV/AIDS IN BELIZE

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Report and Analysis of HIV/AIDS Epidemic in Belize

Introduction

When the first AIDS case was diagnosed in Belize in 1986, the central government there established a National HIV/AIDS Remediation Program within its Ministry of Health (reference). Since that first diagnosis, the virus and its consequential complications, AIDS, have become the fourth leading cause of death throughout the world, following only diabetes, heart disease, and land transportation accidents (International, 2009).

Political Response

Although the Belizean Ministry of Health's National HIV/AIDS Remediation Program has remained the country's largest direct service provider on HIV/AIDS issue, there has been growing national recognition of the need to complement the health related services that it provides with increased measures of prevention (reference), including policy development programs that focus on social mitigation and epidemic reduction, that is indirect and direct interventions in the HIV/AIDS epidemic still raging throughout the Belizean population. Given the high estimated adult prevalence rate of HIV and AIDS within Belize's relatively small population as compared to the industrialized nations, soon every person there will not only know someone who has the HIV virus but also someone who has died of AIDs.(www.ifrc.org/doxs/appeals/annual 08)

Poverty as cause

As elsewhere around the world, the greatest driving force of the HIV/AIDS epidemic in Belize is poverty (Inequalities, 2009). According to the Belize Development Trust, roughly thirty-three percent of the Belizean population lives below the poverty line (reference). In fact, HIV and poverty are reinforcing each other throughout Belize. For example, economically marginalized Belizean women are more likely to be infected with the virus than are their male counterparts (Sutherland, 2014), and when they are infected and publicly identified, they are ostracized and often unable to provide even a subsistence livelihood for themselves and their children (reference). Children, too, are often infected, either through childbirth, rape, or intimate contact with infected family members.

Since insurance, pension and worker's compensation are available only to a very, very small percentage of the population, and any kind of economic relief is minimal, and there is very little, if any, intention or capacity for real economic intervention by the Belizean or any other governmental agency. Thus family support is the primary and sometimes only basis of patient support in Belize. Children are assuming roles as caregivers to chronically ill parents and grandparents, parents to children, wives to husbands, etc.

Social Education

Unlike in many industrialized nations, however, the HIV/AIDS virus is spreading mainly throughout the heterosexual community of Belize. Lack of knowledge and understanding about the causes of disease in general and HIV/AIDS in particular are greatly responsible for that, alongside culturally driven prejudices and beliefs that worsen the spread and the outcomes of the disease once it is contracted .In particular, the factors of assumptive male physical dominance, socially acceptable gender disparity, and the generally acceptance of sexual and gender-based violence are all contributing substantially to a rapidly increasing rate of prevalence and deaths among women and children, and hence within the general population as well. Public Teachers as Health Care Educators

Because multiple studies in industrialized nations have found that HIV/AIDS education is an important tool for modifying high risk behaviors and preventing the spread of HIV, Belizean officials have been conducting a concerted, annual effort to train Belizean teachers to provide all students with HIV/AIDS education (reference), but such efforts are insufficient to stem the gathering storm that threatens to deluge Belize, its people, and its social and economic well-being.

To augment Belizean teacher training, international volunteer organizations have also been traveling to and throughout Belize in hopes of at least attempting to provide sufficient outreach education to stem the tide of epidemic.(Lohmann, et al., 2009). Unfortunately, despite the wide variety of volunteer organizations who have entered to provide medical care and social education, all of them together do not have sufficient resources to meet the educational needs of the whole country. As a result, many students in Belize, especially in its most rural areas, still have not yet received any formal HIV/AIDS education.

According to the United Nations, "The full realization of all human rights and fundamental freedoms for all is an essential element in the global response to the HIV epidemic, including in areas of prevention, treatment, care and support" (UN, 2011). Yet in Belize, social prejudice and economic-political discrimination of those with HIV/AIDS is neither socially stigmatized nor illegal. Instead, social pressure is exerted against innocents who are unwittingly or consciously infected by HIV positive family members or others.

Methods

To better understand the nature of the Belizean HIV/AIDS epidemic and the country's governmental response to it, especially those of its educators, this study uses the "SPELIT Matrix" to analyze the research and qualitative data identified "social," "political" and "economic" variables, or aspects, currently affecting the spread and effects of HIV/AIDS through Belize .It also recognizes the validity of Abraham Maslow's Theory of Human Motivation (1943), higher level needs became salient when lower level needs, such as safety, survival and physiological demands like hunger, have been at least minimally met. Since all these are factors in Belizean society's response to those of its members who are infected with HIV/AIDS, and since the key drivers of the social motivation, as Maslow defines it, are individual and group social awareness and personal relationships (Schmider, 2007), this study employee Maslow's terms and perspectives to aid its analyses.

Findings

Social Variables

Upon visiting one of the schools of Belize and talking to its teachers, it became evident that there are significant social stigmas and negative social outcomes for students and parents who are diagnosed with HIV, regardless of whether or not the virus has yet to be pathologically expressed at AIDS. That

discrimination can originate anywhere — among other students, other parents, administrators, or teachers. Of course excessive fear of infection is one source of that behavior, because more well educated Belizean population believe or feel that their "safety," in Maslowian terms, or that of others, may be threatened by a student whose household has a member with HIV/AIDS. With proper education and precaution, however, their fears are of course untrue.

Conversations with teachers in that school, however, clarified that, unlike here in the US and in other industrialized countries, social discrimination in Belize against those with HIV/AIDS is not prohibited by Belizean law, despite the fact that it has been strongly discouraged worldwide by human rights organizations, especially the United Nations (UN, 2011). Much more work needs to be done among government officials and educators in Belize if the HIV/AIDS epidemic is to be alleviated. The stigmatization of children with HIV who attend school and of, for example, buying vegetables from a person living with HIV, not only perpetuate poverty and suffering but a society driven by fear and exclusion that cannot raise sufficient human capital or funds to fight its nationwide epidemic.

Furthermore, since the beginning of the HIV/AIDS epidemic, teachers and others reported that HIV/AIDS has been associated with negative religious beliefs including moral failings and sinful behaviors. Researchers have identified religious assumptions and prejudices as causal factors that initiate the process of stigmatization toward HIV/AIDS infected population. (Marcos Reyes, Neslon, Varas, Miluska, and Martinez, 2015). It is clearly observable in Belize, and elsewhere, that HIV/AIDS disturbs the social life and continuity of a community and causes uncertainty, fear, and blame. Moreover, the Belizean government's response to HIV/AIDS has remained one of the few, worldwide, that has been led by a multi-sectoral governing body that demonstrates national policy and national vision of HIV/AIDS as a social challenge as well as a health challenge (UNAIDS, 2013).

Political Variables

From early on, national governments have often denied the existence of AIDS/HIV, dismissed its potential harm, or moved far too slowly to offer supplementary health services to people with AIDS .Much of what has played out in national and global responses to the HIV/AIDS is shaped by political factors, yet little analysis has been done to dissect political dynamics and motivations (UNRISD, 2005). Much of the responses to HIV/AIDS have been shaped by the public health approach spearheaded largely by the medical community .In Belize, however, the Ministry of Health has mandated that educators be on

the front lines of what is also a medical, economic, and political emergency. To date, no thorough, well-funded study has been conducted to confirm or question the government's policies, administration, recommended methods, or the outcomes of those.

It is not that critical and empirical approaches are inappropriate in the struggle, but that they have not invited, welcomed, or funded, and that no studies have included a thorough consideration of how power relations, inequities among socioeconomic groups, or competition and inequities among nations are influencing the progress in the fight again HIV/AIDS. In fact, social factors and changes that have magnified the spread and impacts of HIV/AIDS, as well as socioeconomics and political changes that could have at least somewhat controlled the epidemic have been largely ignored (UNRISD, 2005)

The most significant factors that appear to determine or drive governmental responses to the global HIV/AIDS pandemic are the infrastructures of individual national and international political economies. Various decision makers and stakeholders — corporate, political, and social — assess what they expect to gain or lose by speaking out or taking a real, substantive action on HIV/AIDS issues and then act according to their own, immediate best interests (UNRISD, 2013).

In addition, racial-ethnic assumptions and issues, as well as issues related to sexuality, tribalism, and cultural change are highly politically sensitive. Interest and support for political analysis of those topics, even in the context of the greatest global medical crisis on earth, have not been forthcoming (UNRISD, 2013). Many non-academics have learned too quickly that research on the political economy of AIDS will either go unfunded or will not further their careers.

Moreover, most donor agencies have little interest funding research or analysis of economic or political contributing factors because such studies are politically sensitive, and at least at the top of most national governmental systems, the political will to adequately address the HIV/AIDS epidemic has been relatively weak at highest levels of authority. Moreover, the stigmas associated with assumed sexual behaviors related to HIV/AIDS infections and the negativity of issues like poverty and suffering create little political capital in a country still struggling with providing basic education to its population. Thus, despite its Ministry of Health, avoidance and ignorance of the HIV/AIDS epidemic and its personal and national consequences is generally upheld by the country's political authorities, whether by commission or omission of discourse and actions.

Economical Variables

According to the Heritage Foundations "2016 Report of Economic Freedom," Belize's record in economic freedom and opportunity has "stagnated" over recent years: "The government's record on structural reform is uneven, and lingering policy weaknesses in many parts of the economy constrain more dynamic growth. Despite some streamlining of the process for setting up a business and completing regulatory requirements, such challenges as poor enforcement of the commercial code and lack of transparency often deter entrepreneurial activity." So, although Belize's policy of "limited" central government might appear on the surface to permit individuals to engage uninterrupted in economic growth, issues like inefficient fiscal policies, bureaucratic red tape, criminality, and backdoor deals all seem to be limiting Belize's opportunities for economic growth, and hence for the possibility of devoting more funds to HIV/AIDS education or treatment. (Heritage, 2016)

Belize's national HIV/AIDS response policy remains heavily dependent on external funding. Domestic public expenditure has financed only twenty-nine percent of total expenditure. Thus, Belize's fight against HIV/AIDS remains highly vulnerable to adverse effects of cuts in external funding. (Global Fund, 2014) The federal government of the United States has been the single largest external donor for HIV/AIDS relief, including that to Belize. The Global Fund was the second largest external donor funding 31 percent of foreign funds. (Global Fund, 2014)

Conclusion

Belize's Ministry of Health and the Ministry of Education should join in an effort to provide Belizean teachers with more teaching opportunities and materials with which to teach students and parents about HIV/AIDS, effectively, multiple times a year, as well as to coordinate their efforts more carefully with those of volunteer organizations. Budget restraints aside, however, the current lesson planning and methods to addressing the issues involved have not yet been sufficiently studied to determine their effectiveness; nor are educators empowered to try multiple methods and approaches or work alongside other social service professionals and international medical and health-education volunteers.

Belize's educators must be much more well-prepared if they are to take down HIV/AIDS. To do make a real difference in the spread of such an infectious and insidious disease, teachers must not only have a much more than adequate knowledge of the biology and sociology of the virus, its transmission,

symptoms, and prevention of transmission, but they must also gain a very high comfort level with the discussion of topics generally viewed in Belize as deeply personal if not socially unacceptable. Topics such as responsible sexuality, the short and long-term physical, emotional, sexual, and mental medical and social effects of HIV/AIDS on the individual and the family, the related issues of the unacceptability of spousal, child, and elder abuse, as well as how to field and direct the social information that their students and parents may provide regarding the spread of infection among their family members, neighborhoods, and large communities — all must be areas of considerable strength and acumen for Belizean teachers if the Ministry of Health expects its countries classroom teachers to bear the psychological, social, and medical weight of a nationwide plague.

There is still a great deal of work to be done to control the spread of HIV/AIDS in Belize, including and perhaps especially an increased sense of responsibility and stewardship by the central government of Belize over its people, their lives, livelihoods, medical health, and suffering. There should be greater involvement of vulnerable and suffering populations in politics and of key economic and political leaders in the fight against HIV/AIDS there. Legal barriers to providing support for the population with HIV should be removed, and government should take a visible stance in support of elimination of this disease, including providing more than cursory attempts at education and the allocation of more economic and human resources to the fight, rather than just depend on international funding and the global economy.

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Human Capital Development in Developing Countries

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Abstract

Investments in human capital; mainly healthcare and education, are important to positively influence social change in developing countries, and have been directly linked to economic growth. Human capital theory states that the higher the level of human capital is, the higher the level of performance (Barney, 1991), and entrepreneurial performance (Wu, 2013). Various investment strategies in human capital have proven to more effective than others. This paper will review the literature related to human capital, effective human capital investment strategies that result in economic growth, and suggest topics for further study.

Human Capital Development in Developing Countries

Economic productivity and growth depends on people (Schultz, 1961). The value of people to an economy is defined as human capital which has a positive impact on individual's lifetime incomes, economic growth, and fostering economic development and poverty reduction (Anyanwu, & Erhijakpor, 2009). Research has indicated that it is not only essential to growth, but to freedom (Zhang, & Zhuang, 2011), and is a competitive advantage (Wu, 2013) within countries. Health and education are two critical dimensions of human capital. The basis of the value of human capital is that a healthy and more educated

person can work more effectively, efficiently, and spend time on more productive activities (Baldacci, Clements, Gupta, & Cui, 2008), which leads to economic growth. Various human capital investment strategies have been found to be more effective than others, and are important when attempting to improve the economic situations of developing countries.

Literature Review

Human capital theory states that the level of human capital is directly related to the level of individual and economic performance (Wu, 2013). Human capital has various dimensions that if improved upon can greatly influence economic growth of developing countries.

A variety of policies currently promoted by the World Bank and other agencies focus on health and nutrition to develop human capital (Hanushek, 2013). Both education and health spending have a positive and significant direct impact on the accumulation of education and health capital (Baldacci et al, 2008). Developing countries require increases in human capital (health, education, and greater and sufficient basic skill development) in order to move to higher value added industries (Chu et al., 2016).

Research is complicated in measuring the effects of human capital spending since its dimensions are interconnected. For example, higher levels of education can increase public awareness and attention to personal health; and higher levels of health can allow for greater opportunities and application of education capital (Baldacci et al, 2008). Other issues involved in measuring human capital spending and related social indicators involve data availability, measurement difficulties, model design, and the spillover mentioned between the health and education dimensions. This leads to research sometimes underestimating and producing mixed results (Baldacci et al, 2008).

Measurement on the impact of education is more difficult than health. Previous research studies have mistakenly used improper variables for measurement. For example if you are attempting to measure human capital in terms of education using school attainment, you are assuming that a year of school in one country is the same as another which is unreasonable. More recent studies have chosen to measure cognitive skills in order to avoid this difficulty. Interventions on improving human capital are also difficult to measure due to the time it takes to fully affect social indicators and growth. Research indicates that increases in education spending do not fully affect social indicators and growth for 10-15 years (two-thirds of the effect occurring within 5 years), while the effects of increases in health spending are immediate (Baldacci et al., 2008).

Health interventions significantly increase individual's earnings, and health status is a predictor of economic success. Improvements in health conditions that return one more year of life expectancy are associated with 4 percentage points of higher growth, and an increase in health spending resulted in an "increase of 0.6 percentage point in the under-5 child survival rate and a rise of 0.5 percentage point in annual per capita GDP growth" (Baldacci et al., 2008). Greater levels of education are also related to improvements in health, fertility, and the adoption of technology (Arora, 2012). Research indicates that there is a positive relationship between schooling and physical access to banks (Arora, 2012), and financial development. Research indicates that improvements in the cognitive skills measure of one standard deviation in performance create a two percent per year increase in the average annual GDP per capita (Hanushek, 2013). Another study indicates that an increase in education "spending of 1 percentage point of GDP is associated with 3 more years of schooling" and "raises the annual growth of GDP per capita by 1.4 percentage points in 15 years." Multiple research studies indicate

that human capital investment influences economic growth, but what type of spending is more or least effective?

Investment in human capital for developing countries is influenced by a variety of factors. In terms of education spending research indicates growth is positively affected by high performers, basic skill development (which has a significant and long term impact on wages, and job stability) (Chu et al., 2013), and school quality. A lack of growth and in some instances a negative effect is seen in a providing greater resources to schools to improve quality (Hanushek, 2013), and vocational only training (detracts from human capital) (Chu et al, 2013). Simple approaches such as providing greater resources, access to schools, a focus on tertiary schooling, and improving school attainment has no independent effect on growth (Hanushek, 2013). This brings up the question if education spending should be broadly distributed or if spending should focus on students and schools that are considered stronger than others (Hanushek, 2013). The research also indicates that the quality and type of government effects how much money is spent towards improving human capital as well as how the money is spent. Public education spending is effected by policies that have been in place (long term partisan imprints), while private spending is mainly effected by parties currently governing. For example, countries governed by Conservative parties show high levels of private education spending, while Leftist and Liberal governments do not, and Christian Democratic parties decrease private education spending (Wolf & Zohlnhofer, 2009).

Discussion

Human capital investment is critical to developing countries. As indicated previously spending in the areas of health and education are directly related to economic growth. Research indicates that education spending should focus less on creating more schools, providing up to date schools through

resource investment, vocational or tertiary schools, and instead focus on improving the quality of schools. School quality (not through resources) could include evaluating and structuring curriculums that focus on building and solidifying basic skills, utilizing the most effective tested learning theories and teaching methods, and improving teacher to pupil ratios. Investments in education take longer to effect economic growth than spending in health. A healthier population though is more capable of utilizing opportunities in education. Future studies should investigate what constitutes effective health spending, and how that can set up developing countries to take advantage of increases in education spending. It is important to note that a lack of governmental support can impede human capital investment which is a major issue for many developing countries. Ultimately investment in human capital can become negated if the government does not support the process.

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Global Leadership: Sustainable Tourism

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Abstract

This paper explores the positive and negative impact of tourism on the Belizean natural resources and residents. Ecotourism is important to the survival of the natural resources and the Belizean tourism industry. Tourism that is sustainable benefits the natural resources, the tourists who seek out such resources, and the locals who provide the tourism services. Belize must pay close attention to the increasing impact of tourism. Developing a fee structure that goes directly to maintaining the natural resources and enforcing regulations is one significant step that can be taken to ensure ecotourism is successful in Belize. Tourism is important to the Belize economy, and the survival of the ecosystems that attract so much of the tourism to the country is critical.

Global Leadership: Sustainable Tourism

Belize is a sparsely populated country on the eastern coast of Central America. The largest city in Belize is Belize City where a fourth of the nation's population lives. Belize City is also the country's major port and commercial center. Outside of Belize City, the country possesses a variety of natural resources and ecosystems that drive tourist to visit each year. Many of the areas are protected. The

ecosystems provide a rich diversity of wildlife, vegetation and flora, and one of the largest coral reef systems in the world.

Located at the south end of the Placencia Peninsula is the small village of Placencia. Like many coastal towns in the region, the economy was once largely supported by the fishing industry. As business declined, residents mostly transitioned to formal and informal tourism enterprises (Wells, Zarger, Whiteford, Mihelcic, Koenig, & Cairns, 2013). The area has become a prominent destination for tourist from around the world.

In the peak season, tourists come from all around the world to explore the variety of natural resources and ecosystems located near Placencia. They stay and play at relatively small resorts, such as Robert's Grove. Daily tours take guests to some of the most spectacular natural reserves, such as the Cockscomb Basin Wildlife Sanctuary, Laughing Bird Caye, and the Blue Hole. Also, tourists have access to the world's second largest barrier reef, Mayan ruins, and several terrestrial parks and reserves (Lindberg, Enriquez, & Sproule, 1996). The tourism industry has come both positively and negatively impacted these natural resources and residents.

Defining Ecotourism

Ecotourism, sustainable tourism, or responsible tourism are important to the survival of the natural resources and the Belizean tourism industry. According to Blersch and Kangas (2013), "Ecotourism is a form of development in which income is generated for local people and/or governments from visitors attracted by natural ecosystems" (p. 67). Tourism that is sustainable benefits the natural resources, the tourist who seek out such resources, and the locals who provide the tourism services. The concept of ecotourism has changed over the years as conservationists have recognized its potential to

assist in the protection of sensitive environments and to support the local economies (Blersch, 2013).

According to Honey (2008), ecotourism possesses the following seven characteristics:

1) Involves travel to natural destinations

2) Minimizes impact

3) Builds environmental awareness

4) Provides direct financial benefits for conservation

5) Provides financial benefits and empowerment for local people

6) Respects local culture

7) Supports human rights and democratic movements

Tourism, especially tourism that expands rapidly or is unplanned, can hurt coral reefs, other ecosystems, and keystone resources such as water and energy (Diedrich, 2010; Wells, 2013). Moreover, potential negative impacts of tourism in natural areas include pollution, direct contact, anchor damage, sedimentation, and over-development (Diedrich, 2007). Conversely, ecotourism can create progressive changes toward the conservation of the natural resources (Blersch, 2012; Diedrich, 2007; Lindberg, Enriquez, & Sproule, 1996).

Belizean Ecosystems

The ecosystems or environmental resources of Belize that draw tourists include both the inland rainforests, the coastal environment and the barrier reef. A recent study focused on the shifting values and perceptions of coral reef conservation found that some communities in Belize are in various stages of a socio-economic shift from dependence on fishing to dependence on tourism (Diedrich, 2007). Many of these areas have no real on-site management presence (Lindberg, 1996). In the study conducted by Diedrich (2007), locals ranked the coral reefs as the highest in importance to tourism. This same study

also found that the reef was the primary motivation for tourist choosing to visit Belize. Lindberg (1996)

notes, "Tourism at protected areas generates a wide variety of impacts, including financial, economic,

social, and ecological" (p. 548).

Benefits

There are social, economic, and environmental benefits to tourism communities when there is a

structured plan in place (Diedrich, 2007). Tourism can be a source of financial support for ecosystems,

but it can also generate a financial cost and the ecological or social impact is difficult to assess in

financial terms (Lindberg, 1996). Diedrich explains, "Conservation support may be more contingent

upon perceived benefits than environmental concerns" (p. 994).

Residents. Although the locals can view tourism as a conflict to conservation measures,

including the loss of control and access to natural resources, the alternative is that tourism and the

associated benefits can promote awareness and support for conservation measures (Diedrich, 2007).

Additionally, residents benefit from the increased tourism. One study showed how residents view the

overall quality of life improving because of tourism (Diedrich, 2007). With the increase in tourism

comes the need for tourism-related jobs for locals, further increasing the support for conservation among

residents (Lindberg, 1996). Because residents are directly impacted by ecotourism, they see the

importance of sustainable conservation efforts. Diedrich (2007) found, "As tourism increases so do local

perceptions of the overall benefits associated with it" (p. 989). Specifically, many of the Belizean locals

view tourism as positively impacting the coral reefs and marine environment (Diedrich, 2007). Residents

have seen the positive effects of tourism. In particular, concerns and education related to the

conservation of natural resources has increased.

Impact

The negative impact of tourism on ecosystems is significant. Even though many view tourism as positive, a significant amount of residents, particularly in Placencia, perceive the local marine environment as unhealthy (Diedrich, 2007). This author observed, as well as Diedrich (2007) that Placencia residents are going through a period of adjustment and the perception of potential negative impact is especially elevated. Specifically referenced is the direct physical impact tourism development has had on natural resources and the increased contribution to pollution. Lindberg (1996) notes the cost of ecotourism to residents in particular:

1) Reduced access to resources located within the protected area.

2) Injury to residents, livestock, or crops.

3) Economic or social costs related to tourism development.

Diedrich (2007) notes that compliance and enforcement of regulations have become significantly more important.

Infrastructure

Belize must pay close attention to the increasing impact of tourism. "On average, tourists in Belize agreed they would be more likely to visit a destination if they knew the country protected their marine environment" (Diedrich, 2007, p. 993). Developing a fee structure that goes directly to maintaining the natural resources and enforcing regulations is one significant step taken to ensure ecotourism is successful in Belize. One case study found that to achieve ecotourism objectives implementation of even just a small fee would result in sustainable conservation efforts (Lindberg, 1996). Lindberg (1996) notes that it is reasonable for the tourism industry to pay for the protected areas used as

the attraction. Maintaining healthy coral reefs and other natural resources is essential to Belize

continuing to be a tourist destination (Diedrich, 2007). Fee revenues would lead to not only properly

maintaining, but improving the tourism product (Lindberg, 1996).

It was clear in Placencia, Belize that the lack of infrastructure was the cause for concern for any

further tourism development in the area. The locals were aware, yet seemed indifferent to do anything to

increase infrastructure. There either was a lack of will or resources. Yet, the impact of tourism on the

ecosystems continue whether they like it or not. Key efforts to develop and maintain a symbiotic

relationship between tourism development and conservation is important by including locals directly in

the discussion and decision-making of conservation efforts (Diedrich, 2010). Diedrich (2007) suggests

two questions must be addressed to assess tourism policy:

1) What factors may be contributing to this mutually beneficial relationship?

2) What could prevent this relationship from continuing in the future?

Conclusion

Tourism is important to the Belize economy, and the survival of the ecosystems that attract so

much of the tourism to the country is critical. One of the final objectives of ecotourism should be to

increase support for conservation among residents living near the natural resources (Lindberg, 1996).

For tourism to develop and continue to improve the quality of life for the local people, there must be

maintained a strong correlation between tourism development and locals' agreement that it has resulted

in more jobs (Diedrich, 2007). Although a definitive standard has remained elusive, ecotourism,

sustainable tourism, or responsible tourism are important to the survival of the natural resources and the

tourism industry in Belize (Lindberg, 1996). Diedrich (2007) concludes, "Belize has the advantage of

being able to learn from the failures and successes of its neighbors and should be proactive in its

approach to tourism management" (p. 995).

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Leveraging College Admission Process to Benefit Students through International Service Learning

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Abstract

The pressure to perform, compete, and excel for the purpose of building a robust college resume designed specifically to impress college admissions officers has a significant effect on many students. An increase in the number of college age students coupled with technology and the online application process have resulted in a massive increase in the number of college applications thereby accelerating competition to build a robust college resume. In addition, the effects of an extreme focus on exceptional grades in the most rigorous courses possible along with impressive accomplishments in an extensive list of extracurricular activities have left many students exhausted, discouraged, and stressed with little time to identify their strengths, truly discover and develop their passions, and cultivate real-world life skills. Furthermore, with college admission as the primary goal, individual success in terms of wealth, power, and fame are prioritized over caring for others and serving as a kind community member (Elmore, 2015; Weissbourd, 2011).

Because the college admissions process is powerfully positioned to influence the values, beliefs, and actions of students, parents, and the organizations that exist to serve them, this dynamic could be leveraged through international service learning to promote service, global awareness, leadership, and emotional intelligence. International service learning experiences have the potential to greatly benefit high school students by not only providing them with an opportunity to reflect upon and write about in their college admissions application, but they also provide an opportunity to improve their mental health and well-being as they connect with and serve others, which increases caring, compassion, and empathy. For the purposes of this paper, service learning refers to a community engagement pedagogy that combines "learning goals and community service in ways that can enhance both student growth and the

common good… it is ateaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Center for Teaching. What is service learning or community engagement? section 1, para. 1).

Background

Since 2002, the volume of college applications has significantly increased while the number of enrollment opportunities on four-year college campuses has remained relatively unchanged (Bound, Hershbein & Long, 2009). As a result, the number of admission offers and enrollment expansion has not kept pace with the number of applications generated (Redding, 2013). This has served to intensify the competition to secure a space on college campuses across the country, which has adversely affected high school students in a number of ways (Hurwitz & Kumar, 2015). There are a number of factors related to the increase in the volume of college applications. Over the past few decades, the perceived value of a college education has increased as it is associated with a number of positive outcomes including increased financial earnings, career opportunity and success, and intellectual, emotional, and social well being.

Those with a bachelor's degree typically yield greater median earnings and experience a lower rate of unemployment throughout their lifetime (Villarreal, Heckhausen, Lessard, Greenberger & Chen, 2015). As a result, many high school students aspire to earn a four-year bachelor's degree because of its potential future benefits.

College rankings have proven to affect admissions outcomes, especially among those ranked within the top 25 colleges and universities in the country (Meredith, 2004). U.S. News and World Report is one of the most widely recognized sources for undergraduate college ranking, and for rating purposes, low selectivity and high yield are valued (Reingold, 2004).

As elite highly selective colleges battle for top rankings, students get caught in the crossfire of their "positional competition;" for these universities, the goal is a top ranking or specific place in line rather than an independently defined goal (Baum & McPherson, 2011). Because of the extensive publicity of the current U.S. News and World Report rankings and its easy online access worldwide,

these rankings have the ability to significantly influence college applicants, despite the fact that there are several problems associated with the college ranking system (Meredith, 2004).

Technology has also played a significant role in the massive increase in the number of college applications, especially as it relates to the popularity and wide-use of the Common Application among colleges across the country. The Common Application makes the application process easier, which thereby encourages multiple submissions. As more applications are submitted, college admissions officers have a greater volume to sift through, which in turn increases competition and generates increased fear among applicants. The result exacerbates a vicious cycle as fearful students submit even more applications out of concern that colleges and universities are becoming increasingly more difficult to gain admission. For example, during the 2014-2015 application season, the University of California Los Angeles (UCLA) received a record 113,000 applications, comprised of 92,681 freshman applicants and 20,063 transfer applicants, which "makes UCLA the nation's most applied-to four-year university" (Vazquez, January 12, 2015). As the number of applications has increased, so has the minimum threshold for admission criteria resulting in the need for students to achieve a higher grade point average, higher ACT or SAT scores, as well as increase their involvement in extracurricular activities and elicit stellar letters of reference.

The highly competitive college admissions process in the United States frames the profile that high school students aspire to achieve and has affected the way they are parented and educated. Many families go to extreme lengths to secure any kind of advantage in the competitive college admissions world, and children of affluent families have greater access to such advantages. Students are groomed from a young age to be high achievers so as to maximize their chances of becoming more attractive candidates to prestigious higher education institutions. For many parents, their "investment in college credentials begins with the right preschool and proceeds through the very best private-college counselors and beyond" (Baum and McPherson, 2011, p. 12; Jump, 2015). The competitive college admissions process consumes "an unhealthy level of importance in the lives of American teens…" and has filled private schools and generated "a lucrative industry of test prep and private college counseling. Test prep alone was estimated to bring in four billion dollars of revenue in 2009, and the field of private college consulting can come with a price tag in excess of $40,000 per student" (Redding, 2013, p. 33).

Other negative effects of the competitive college admissions process include physical and emotional ramifications as well. According to Jones and Ginsberg of the American Pediatric Academy (2006), the achievement pressure adolescents are experiencing from parents and high schools to get into a good college is producing the most anxious, stressed, and sleep-deprived generation ever. The American Psychological Association's 2013 Stress in America survey revealed that "stress among adolescents has increased and is significantly affecting their mental health and well-being… the survey found that 13-17 year olds are experiencing stress levels higher than they consider to be healthy. School is the top source of stress for teens, followed by the pressure of getting into a good college or deciding what to do after high school" (APA, 2016, Talking to Teens, section 1, para 2). More than 33% of teens report stress-related symptoms including experiencing anger and irritability or feeling tired, anxious, or nervous, and more than 25% report changes in sleeping habits, feeling overwhelmed, neglecting responsibilities, and having negative thoughts (APA, 2013).

According to Gallagher (2014), a recent survey of college counseling centers has found that more than half their clients have severe psychological problems, and 44% of the students who visit their office experience periods of severe distress, which include depressions, anxiety, panic attacks, and suicidal ideation. In addition, "there has been a steady increase in the number of students arriving on campus that are already on psychiatric medication" (Gallagher, 2014, page 5). The Center for Collegiate Mental Health at Penn State (2014) reports that the most common mental health diagnoses among college students are anxiety and depression, and stress- related insomnia, headaches, stomachaches, and high rates of alcohol, substance abuse, and risky behaviors have also been widely reported (as cited in Redding, 2013).

Achievement pressure associated with the college admissions process may lead aspiring prospective students to overly focus on performance and success resulting in a perfectionist fear of failure that potentially leads to negative emotions and even destructive behaviors (Redding, 2013; Madjar, Voltsis & Weinstock, 2013). Believing that their value is in their ability to perform, perfectionism can result in feelings of shame, hopelessness, and depression, which may lead to substance abuse, self-injury, and other risk-taking behaviors (Conner, Miles, Pope, 2014). Ironically, research by Suniya Luthar reveals that "children from affluent communities who are subjected to intense

achievement pressure by their parents don't appear to outperform other students" (Weissbourd & Jones, 2014, p. 2).

In an attempt to help their children create a favorable profile specifically for college admission purposes, many parents are overly involved and protective in childrearing. Many educators and coaches lament the challenges they face with parents who argue grades, team selection, playing time, and disciplinary action. Children do not have the opportunity to develop resilience and coping strategies when parents intervene and constantly protect them from adversity, all of which are important for long-term happiness (Weissbourd et al, 2014).

With so much focus and attention on the competitive college admissions process, it is not surprising that personal success including achievement, happiness, and hard work, are valued by American youth above fairness and concern for others (Weissbourd et al, 2014). While happiness, hard work, and achievement are important values, when they are prioritized over caring and fairness, "(youth) are at a greater risk of many forms of harmful behaviors, including being cruel, disrespectful, and dishonest… half of high school students admit to cheating on a test and nearly 75% admit to copying someone else's homework" (Weissbourd et al, 2014, p. 1). When caring for others is not a priority, selfishness, indifference, and a lack of empathy are more prevalent, and children are less likely to develop key foundational relationship skills. According to Sara Konrath, there has been a significant decline in empathy since 2000; "college kids are about 40 percent lower in empathy than their counterparts of 20 or 30 years ago, as measured by standard tests of this personality trait" (Swanbrow, 2010. Empathy: college students don't have as much as they used to, section 1, para. 3).

Problem Statement

The achievement pressure resulting from the highly competitive college admissions process has been referred to as an "achievement epidemic" by Alexis Redding (2013), and has influenced how adolescents are raised and educated, which has had a significant impact on their health, well-being, and perspective. The result of this pressure has produced the most anxious, stressed, sleep-deprived, narcissistic generation ever. Research reveals that narcissism among college students has increased, and empathy has declined since 1980 with the most dramatic decrease since 2000 (Twenge & Campbell, 2009; Konrath, O'Brien & Hsing, 2011). A shift in the attitudes and behaviors among college age

students illuminates the negative correlation between narcissism and empathy. For example, according to a study conducted by Pew Research Center in 2006, 81% of 18-25 year olds indicated that getting rich was among their most important goals; 64% revealed that it is their generation's most important goal of all, whereas only 30% indicated that helping others who are in need of help is an important goal among their generation (Konrath, O'Brien & Hsing, 2011).

Individual success in terms of wealth, power, and fame are prioritized over the importance of caring for others (Elmore, 2015; Weissbourd, 2011). Although parents and teachers indicate that they prioritize developing caring children above achievement, a majority of youth believe that their parents and teachers are actually more concerned about their achievement than about them becoming caring members of their community. According to Weissbourd et al (2014), "62% of youth in our study perceive teachers as prioritizing 'doing well academically' as their top value, while only 15% of students saw 'promoting caring in students' as their teachers' top priority" (p. 9). As a result, there is a need to examine the messages that are being communicated to children and youth daily, and the college admissions process can be leveraged to effect significant change, particularly through international service learning.

Purpose and Importance of this Study

The purpose of this study is to describe how the college admissions process is powerfully positioned to influence the values, beliefs, and actions of students, parents, and the organizations that exist to serve them, and how this dynamic could be leveraged through international service learning to promote service, global awareness, leadership, and emotional intelligence. This study is relevant because it reveals the underlying factors related to the social and emotional needs of today's adolescents and identifies the need to evaluate current college admission policies and practices. Additionally, because college admissions is a primary focus for many students, parents, and educators, international service learning experiences have gained increased attention as a means to bolster the college resume thereby providing a great opportunity for meaningful learning and significant benefits for both students and the recipients of their service. As a result, the information obtained from this study can also be used to describe the benefits of international service learning.

Service Learning

Service learning refers to a community engagement pedagogy that combines "learning goals and community service in ways that can enhance both student growth and the common good… it is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Center for Teaching. What is service learning or community engagement? section 1, para. 1). The Corporation for National Service defines service learning as a "method under which students learn and develop through active participation in… thoughtfully organized service experiences that meet actual community needs, that (are) integrated into the students' academic curriculum or provide structured time for [reflection, and] that enhance what is taught in school by extending student learning beyond the classroom and into the community…" (as cited in Furco, 1996, p. 2).

Service learning differs from other forms of experiential education in that it is reciprocal learning designed with the express purpose of providing benefits to both the provider and the recipient of the service; both the service and the learning that is occurring through the experience are emphasized (Furco, 1996). Service learning requires an academic context so that the experiences can be designed to ensure that the service is enhancing the learning and the learning is enhancing the service. The academic component not only differentiates service learning from other forms of experiential learning such as volunteerism, field-education, and internships, but it also compliments the preparation and pursuit of continued academic education associated with the college admissions process.

Although the academic component provides a unique distinction between other forms of experiential learning, service learning is predicated on David Kolb's model that emphasizes that "learning is a continuous process grounded in experience" (Knowles, Holton, Swanson, 2015, p. 179). According to Kolb (1984), "learning is the process whereby knowledge is created through transformation of experience" (p. 38), and the experiential learning cycle includes the following four modes that combine to create four distinct learning styles:

1. Concrete experience. Learners have full involvement in new present experiences.
2. Observation and reflection. Learners observe and reflect on the new experience from many perspectives, and inconsistencies between experience and understanding are particularly noteworthy.

3. Formation of abstract concepts and generalizations. The learner's observations and reflections modify existing or create new ideas, concepts, and theories.

4. Active Experimentation. The learner applies new theories to solve problems and make decisions (McLeod, 2013; Knowles, Holton, Swanson, 2015, p. 182).

Through experiential service learning, students are placed in challenging real-life situations that expose them to new peoples and customs thereby offering opportunities to solve problems and to increase self-awareness and cultural sensitivity (Furco, 1996).

Adding an international travel component to the transformational experience of service learning provides additional benefits especially when considered in the context of the next generation of global leadership. As the world becomes more connected through travel and technology, a global marketplace has emerged necessitating the need for global leaders. Being able to identify both the global opportunities and challenges will require an international mindset coupled with global-centric leadership behaviors (Rosen et al. 2000, as cited in Mendenhall et al, 2013, p. 56). According to Jokinen (2005), global leadership competencies can be defined as "those universal qualities that enable individuals to perform their job outside their own national as well as organizational culture, no matter what their educational or ethnic background is, what functional area their job description represents, or what organization they come from" (as cited in Mendenhall et al. 2013, p. 114). Goldsmith, Greenberg, Robertson, and Hu-Chan (2003) maintain that there are fifteen dimensions of global leadership; ten of them have and will continue to be important for both global and domestic leadership, and the other following five will be especially important for the future: thinking globally, appreciating cultural diversity, developing technological savvy, building partnerships and alliances, and sharing leadership (as cited in Mendenhall et al, 2013, p. 58).

International service learning also provides a platform to bring awareness and to address a number of the eight Millennium Development Goals (MDG's) that were established in 2000 at the United Nations' Millennium Summit. The Summit brought together 150 national leaders to set a standard that could measure progress towards the following eight specific goals (Boyer, 2013, p. 385):

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote gender Equality and Empower Women

4. Reduce Child Mortality

5. Improve Maternal Health

6. Combat HIV/Aids, Malaria, and Other Diseases

7. Ensure Environmental Sustainability

8. Develop a Global Partnership for Development

Clearly, service learning yields significant benefits for both the provider and the recipients, as learning goals are met through service outcomes.

Conclusion

The college admissions process is powerfully positioned to influence the values, beliefs, and actions of students, parents, and the organizations that exist to serve them. This dynamic could be leveraged through international service learning to promote service, global awareness, leadership, and emotional intelligence. While international service learning experiences may initially be attractive as a means to bolster the college resume, they have the potential to greatly benefit high school students in a number of meaningful ways. They not only provide students with learning outcomes to reflect upon and write about in their college admissions application, but they also have the potential to improve their mental health and well-being as they connect and serve others, which increases caring, compassion, and empathy.

Because service learning emphasizes both learning goals and service equally, in addition to benefiting students who serve as "service providers," the service outcomes of international service learning experiences also benefit its recipients. As the world becomes more connected through travel and technology, a global marketplace is emerging and service learning has the potential to impact the world as it promotes global awareness and cultural sensitivity while also addressing a number of the world's needs as highlighted by the United Nation's Millennium Development Goals.

Because the college admissions process has such significant influence, leveraging international service learning can communicate a priority of developing caring citizens over individual achievement. Further study is needed to examine the effects of the college admissions process and the perils of achievement pressure and to provide alternative solutions such as international service learning experiences to promote positive, healthier outcomes.

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Worldly Accountants? Preliminary Results in and Implications of Assessing the Global Mindset Demographics of Accounting Educators

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Abstract

Global mindset is both a business issue and an education issue. The Association to Advance Collegiate Schools of Business (AACSB) and the American Accounting Association (AAA) have both charged higher education with increasing the global mindset of business students in order to meet the needs of the employers of these students. A challenge that has been identified by AACSB is that business educators lack interest in and initiative to develop global mindset, partially because their own global mindset is not as fully developed as it should be, and because they do not understand the level of importance placed on global mindset by the employers of their students. A study is being conducted with the Najafi Global Mindset Institute to assess the global mindset of accounting educators, and the demographics of these educators and the accounting programs in which they teach. This paper presents preliminary demographic results from that study and ideas for enhancing global mindset weaknesses that are identified.

Introduction

Companies who wish to thrive – and even survive – are increasingly compelled to interact with suppliers, customers, and intracompany business units that are located in countries and cultures that are different from those where the companies are based. Though it is common to think of this from the perspective of U.S. companies, it is actually a problem that is being experienced by companies everywhere. For example, the dean of one of Turkey's top business schools expressed concern that business schools need to do more to educate students to whom the future will be entrusted, and that in order to have more effective organizations and even a better world, more young people need to have a global mindset (Boyacigiller, 2012). According to Calypso Consulting (n.d.), Chinese companies whose executives are

being sent abroad to manage sales and distribution at the point of sale face difficulties understanding how to do business in areas with cultures different from their own. The former dean of an Indian business school stressed that students need to be trained and exposed to global management practices, since most international companies seek graduates with a global mindset and orientation (Express News Service, 2016).

In the accounting profession, the largest public accounting firms are global, and serve global clients; thus, globalization is particularly important to these firms, as evidenced by the fact that each of the Big 4 accounting firms has its own set of global work force initiatives (Ernst & Young, 2016; KPMG, 2016; Moritz, 2014; Deloitte, 2016). These initiatives stress developing a nimble work force that is adaptable so that the firms' members can work together in multicultural teams, and can work effectively with multicultural clients. Accounting students who participate in these firms' leadership programs and internships return to their schools with stories of activities that they were involved in that seek to enhance the students' global mindset even while they are still in their undergraduate collegiate programs. Upon further examination, however, it becomes evident that the desire for accountants with a global mindset is not just confined to the Big 4 accounting firms, but permeates the entire profession (Rossheim, n.d.).

This gap in the education of business and accounting students has not gone unnoticed by those who oversee the business management and accounting academies. AACSB (2011), in its *Globalization of Management Education* report, stressed that globalization is a driver of change that is ignored by business schools at their own peril, since schools that ignore it are ignoring the professions, companies, and students that they serve. The report stated that having an "add-on" standalone course for international business is no longer sufficient, since by its nature, all business is now essentially global, and that globalization should be integrated into all business courses.

The Pathways Commission report (2012), co-sponsored by AAA and the American Institute of Public Accountants (AICPA), stresses the crisis in the accounting profession and how education can help to address the crisis by providing recommendations for attracting "the best and the brightest" into the profession and for training those recruits. Pathways initiatives that are relevant to global mindset include making greater use of professionally qualified faculty, implementing future-focused curricular models, enlarging faculty develop opportunities such as professional internships, and encouraging research on impediments to diversifying the profession.

The AACSB's report identified a number of barriers to globalizing business curricula, including faculty motivational barriers such as research preferences that do not include globalization, a perceived lack of anything stimulating or new about globalization to teach, and cognitive barriers relating to ignorance about what to teach about globalization, or how to teach it. In other words, if instructors aren't aware of what global mindset is, of the strength of their own global mindset, or of what global mindset entails and how to develop it, it is difficult for them to grasp its importance or to know how to build it into their course work. Thus, evidence indicates that an important way for business schools to enhance their image and the desirability of their programs to their stakeholders would be for the programs to address their global mindset deficit. In fact, the AACSB's report specifically mentions using the GMI to address this deficit.

Description of the Research Project

In order to better understand the current state of the global mindset of those who teach accounting, and to introduce global mindset to accounting instructors, a research project was designed which would survey accounting instructors across the United States using the Najafi Global Mindset Institute's Global Mindset Inventory (2016).

The goals of this research project are to:

1. Raise accounting educators' awareness of global mindset

2. Assess the global mindset of accounting educators

3. Reveal relative strengths and weaknesses in accounting educators' global mindset

4. Suggest high-impact learning activities to strengthen weak global mindset competencies while building and enhancing relationships with external stakeholders.

Approximately 5,000 accounting instructors will be surveyed using the Global Mindset Inventory (GMI) instrument, which will be administered by the Najafi Institute. The survey is to be distributed via email to every accounting faculty member who is listed in the online Hasselback Directory of Accounting Faculty (2016) with a valid email address. Accounting instructors who take the survey will be compared to over 30,000 other business people who have taken the GMI, and to a subset of 275 of those people who are corporate, Big 4, or other accountants. Each instructor will be given a personalized report showing the instructor's own results, accounting professionals' results, and overall participant results. This report is an excellent tool for revealing a person's global mindset strengths and weaknesses. Once these have been identified, there are readily available resources to help address weaknesses. For example, the director of the Najafi Institute has jointly published a book, *Developing Your Global Mindset* (Javidan and Walker, 2013), which is filled with over 500 pages of case studies about global mindset and, most importantly, a treasure trove of high-impact learning activities designed to enhance global mindset by learning it vicariously, connecting with others, experiencing it firsthand, or coaching/contributing its development in other people.

Survey Design

The Najafi GMI survey instrument has been rigorously tested and independently validated. It consists of

a number of demographic questions about the respondents' accounting/business program, the

respondents' educational and professional background, and the respondents' personal characteristics, and

a variety of global mindset questions which factor into nine competencies that load onto three global

mindset factors – intellectual capital, psychological capital, and social capital. A diagram of the global

mindset is shown in Figure 1.

Figure 1. Global Mindset. (Source: Najafi Institute)

Intellectual capital consists of analytical, critical thinking, and problem-solving skills, and one's

knowledge of global industry and culture. Psychological capital includes self-confidence, embracing

risk-taking, and liking change and unpredictability. Social capital includes one's ability to emotionally

connect with those in cultures different from their own, networking skills, and leadership skills. The 76

questions that are used to assess global mindset are proprietary to the Najafi Institute. This paper will

report on the preliminary results that have been obtained about the personal demographic characteristics

of accounting educators and the demographics which describe the accounting programs in which they are

employed. Understanding these demographics will enable accounting instructors to identify global mindset weaknesses, which can be improved in many surprisingly easy ways.

Initial Results

Due to their large number (over 5,000), the emailed surveys were planned to be sent in batches so as to not trigger email servers' sending the surveys into junk mail. In July, 2016, the initial batches of GMI surveys were sent out to faculty members, but because of the timing of the survey's release, the response rate was low since many faculty members do not work in the summer. A decision was made to wait to send out the remaining surveys, and to send follow-up reminders in the fall to all non-responders from the initial batches after schools are back in session.

Nevertheless, with eager anticipation, the initial demographic results from the 189 responses were reviewed and are presented below.

Demographics - Personal

- 41% are full professors; 30% are associate professors, 10% are assistant professors, and the rest are something else (adjunct, visiting, instructor, etc.)
- 91% have been teaching for over 10 years, 8% from five to ten years
- 60% are male, 40% female
- 38% are in their 60s, 32% are in their 50s, 22% are in their 70s, 6% are in their 40s, and only one person was in his/her 30s
- 90% were born in the U.S., 2% in South Asia, and 1% or less in South America, Near/Middle East, Central America/Caribbean, Pacific Rim, or Africa
- 86% received their schooling (elementary through PhD) in only one country, 12% in two countries, and the rest in three or more countries
- Over 75% have little or no skill in reading, speaking, or writing any languages other than their native language, with less than 20% having some level of skill in one additional language
- 50% to 70% have lived in no countries other than their native country for any length of time, with 25% having lived for some period of time in one other country
- 38% have a few friends from other cultures, 28% have several, 19% have quite a few, 12% have many, and 3% have none
- 43% have strong friendships with families from other cultures, 26% have many, 20% have several, 9% have quite a few, and 2% have none

- 57% have never held a leadership position in a national or international organization, 20% have held one, 12% have held two, 6% have held three, and 5% have held four or more.

To summarize the personal demographic results, most respondents are very experienced teachers, about half males and half females, born in the United States, with rather weak lifetime exposure to other cultures through schooling, friendships, employment in leadership positions which would lend themselves to exposure to other cultures, or knowledge of a non-native language. Given the data collected on length of time spent in other countries, it is also likely that few of these educators have participated in any sort of international professional internship, cultural immersion, or similar experience which would help to develop global mindset.

Demographics – Program

- 48% teach in programs with 100 to 250 students admitted each year; 28% in programs with under 100 students, 19% in programs with 251 to 500 students, and 5% in programs with over 500 students
- 38% teach in accounting programs with 11 to 19 professors and under 10 professors, 23% teach in programs with 20 to 50 professors, and the rest in programs with more than 50 professors
- Only 62% of accounting programs offer an international experience, with only 4% of them requiring participation in the experience
- 90% of programs offer an experiential learning program of any kind, but only 16% require participation in their program
- 93% of accounting programs have no non-native language competency requirement
- 76% of accounting programs offer an international business course, but only 28% of programs require students to take the course
- Accounting program graduates are fairly evenly split as to the size of firm/company that hires them (small, medium, large, and mega (largest))
- 83% of respondents feel that the employer who hire their accounting graduates place great importance on students' ability to work in global roles.

To summarize the program demographic results, most respondents teach in small- to medium-sized programs which, even though the organizations who hire their graduates place a high level of importance on global mindset, appear to be doing less than they could be to develop global mindset in their students,

as evidenced by most programs' offering, but not requiring, high-impact learning experiences that would enhance a global mindset. Those programs which do not even offer opportunities such as international experiences and experiential learning do so at the risk of being left behind in the placement of their students in employment positions having a global element.

Implications

Though the results obtained are preliminary, they have already identified some areas of weakness which can be addressed by accounting educators themselves, as well as presented by educators to their accounting program leaders as ways to enhance the attractiveness of their accounting programs to stakeholders, including employers, internship sponsors, and students.

As to the ways that educators can enhance their and their students' global mindsets, the book, *Developing Your Global Mindset – The Handbook for Successful Global Leaders*, mentioned previously, can be valuable in choosing ways to develop global mindset.

The *Global Mindset* book presents four strategies for developing global mindset – "learn" about it on your own, "connect" by interacting with others and learning from their experiences, develop skills through your own firsthand "experience", and "coach" others to develop their global mindset. For each of the nine competencies shown in Figure 1, the book provides numerous ideas for improving global mindset using these four strategies.

To show how the *Global Mindset* book presents its suggestions for developing global mindset, assume that a person's Global Mindset Inventory Report, which the person receives shortly after taking the GMI survey, identifies that the person is weak in the "Global Business Savvy" competency. Within this competency, the *Global Mindset* book identifies four different capabilities that the person could choose

to explore to develop her global business savvy (Javidan and Walker, 2013, p. 32): Knowledge of global industry, knowledge of global competitive business and marketing strategies, knowledge of how to transact business and assess risks of doing business internationally, and knowledge of supplier options in other parts of the world.

Assume that the person chooses to explore the "knowledge of global industry" capability. For this capability, a short case study is presented, followed by four pages of high-impact learning suggestions, and a list of additional reading materials. Figure 2 illustrates the learning suggestions for how to "experience" global industry, as they are presented in the book.

By using their GMI personalized report and the *Global Mindset* book, accounting educators can identify areas of global mindset weakness and use the book to learn how to strengthen these areas. Through this learning process, educators will better understand the importance of global mindset to the areas of accounting which they teach, and can incorporate learning experiences into their courses to help strengthen their students' global mindset.

DEVELOPMENT SUGGESTIONS
for Knowledge of Global Industry

EXPERIENCE

Tips to learn about and develop skills in the capability through firsthand experience. These tips involve engaging in activities, such as exploring a new area, trying a new cultural activity, or participating in a specific business event. These tips are most useful for intermediate to advanced learners, and we suggest that novice learners prepare themselves for success by completing some of the tips in the Learn category first.

Development Activity	Suggested Resource(s) and Tips
Attend global conferences and trade shows, and listen for differences in cultural approaches in different parts of the world.	· Ask your manager. · Ask colleagues. · Follow your organization's public relations and communications. · Read your organization's newsletters, blogs, intranet, and external web page. · Follow trade publications in your industry.
Create a list of questions related to global business savvy that you need answered in your current job.	Self-assess what you already know well and where your knowledge gaps are. Consider the following global bodies of knowledge: · supply chain · marketing · commercial sales · finance · tax · social responsibility · ethics · regulatory environments/law · industry-specific knowledge
Seek out global positions to gain knowledge of global industry and business.	· Join global teams inside and outside of your organization. · Ask your manager if you can be assigned to work on global projects.

Figure 2 How to learn about and develop global industry skills through experience. Source:

amazon.com

Conclusion

Global mindset is a career skill that is nearly mandated by the current state of business, wherever one might be in the world. It is important for accounting and other business educators, and the leaders of the programs where they teach, to recognize the importance of global mindset to the organizations that provide internships, employment, and other opportunities to their students. This research project is designed to bring this issue to light in approximately six hundred accounting programs across the United States by giving the educators in these programs the chance to take the GMI survey at no charge and receive a personalized GMI report that can be used to identify areas for improvement in their global mindset. When the full results have been gathered, the educators' global mindset competencies and global mindset capital scores will also be presented. It is hoped that once the educators are aware of the value of global mindset to accounting employers, that these educators will raise the bar for their students and make it a priority to integrate global mindset into their course work, thereby enhancing their students' global mindset and competitiveness in the career arena.

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Global Leadership Competence: The Intelligence Evolution of a Great Leader

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Introduction

What makes a great leader? This age-old question has led to many discussions and debates among scholars and ultimately the development of many leadership theories. Interestingly, the requirements for leadership have vastly changed in a short amount of time due to globalization and technology. As leadership has evolved, a new set of competencies are now required by leaders who want to influence on a global scale. This article will explore leadership frameworks which have developed over the past few decades by thought-leaders to equip leaders for the modern age. The research being summarized is not original; however it is collected and presented in a cohesive way that is unique and timely. The authors will leave the readers with suggestions for future studies, and predictions about the future of global leadership competency.

Global leadership theories have a lot to do with the globalization of the world (Friedman, 2007). One of the main theories of global leadership is based on the idea of intellectual leadership (Young, 1991). There has been much research in the study of successful leaders internationally and some of the research began with the Global Leadership and Organizational Behavior Effectiveness (GLOBE) program that studied culture and leadership in 62 countries (House, Hanges, Javidan, Dorfman, & Gupta, 2004). The researchers found that leaders have certain attributes that may lead to their success or failure

in organizations. For example, certain sensitive situations such as language barriers and communication issues may hinder a leader's performance. Also, in some cultures certain attributes of the leaders were seen as a strength, while in other cultures these attributes were seen as a weakness. For instance, assertiveness and individualism were seen as unsuccessful ways of communication in some cultures.

The GLOBE study (House et al., 2004) went into detail discussing the main characteristics that effective leaders had, which included charismatic and transformational attributes. These qualities also included having foresight, willingness to encourage staff and coworkers, great communication skills, trustworthiness, positive attitudes, strong presence, and confidence. The charismatic attributes varied among the different types of cultures and included enthusiasm, risk orientation, ambition, humility, sincerity, and sensitivity. According to this study, leadership styles need to always be adjustable depending on the situation. Each situation calls for a different leadership style. Being culturally sensitive to these distinct cultures was the most crucial attribute needed from a leader in a global economy (House et al., 2004).

According to Young (1991), leadership plays a significant and complex role in the success or failure of institutional bargaining processes which largely define international regimes and arrangements in international society. There are three forms of leadership that are involved in creating or changing international institutions and they include: structural leadership, entrepreneurial leadership, and intellectual leadership. Having solid leadership does increase the chances of success in completing contracts with other international institutions. If someone wants to clearly understand the structure and politics in an international society, it would be beneficial to increase their efforts in studying and analyzing the activities of individuals in exemplary leadership roles. Leadership does involve the main

ideology of most politics; yet, even with the increase of leaders in international societies, it has caused, in some cases, confusion rather than clarity.

Successful leaders often have qualities such as passion, vision, knowledgeable understanding of the industry, the ability to think critically, perspective, adaptability, and continual learning. Leaders must incorporate strong integrity where subordinates are able to trust them. They must continually express the expectation to their followers when a transformation takes place (Olson, 2009). The changes in speed of communication and exchange, the growth of networks used, and the increase of the volume of trade have all altered the way organizations are effective and efficient (Smith & Doyle, 2002). In order for organizations to thrive, they must have great leaders. The evolution of what makes a great leader began with the common notion of intelligence (IQ), but a more robust understanding has emerged, and in fact, there are many intelligence competencies now requiring attention in order to be a successful global leader. To start, it is important to understand the use of and transition from what we know as intelligence.

Intelligence Quotient (IQ)

Discussions about what makes a great leader are not new. The western enlightenment tradition valued the intelligence of a leader as measured by his or her IQ (attributes such as analytical, logical, and reasoning skills). This was widely accepted as the criteria for leadership competency in western business research until the 1990s. This helped organizations to identify and select a leader based on intelligence. Leaders were able to function this way, but organizations did not thrive under this type of leadership.

It is likely that every person knows intelligent people with very high IQ scores who still cannot lead or influence a culture. They may make decisions in a hierarchical fashion, but there is much to be

gained when it comes to connecting with people, building a team, and excelling at customer service or employee retention. This then led to additional research on what truly makes a great leader.

Emotional Intelligence (EQ)

In 1995, Daniel Goleman wrote a book titled *Emotional Intelligence: Why it can matter more than IQ* which was groundbreaking and redefined what it meant to be "smart." This book became a bestseller and created a new dialogue about intelligence. Goleman hypothesized that IQ was only the tip of the iceberg – emotional intelligence was a much larger, more important piece of the puzzle.

In 1998, Goleman wrote a book titled *Working with Emotional Intelligence* and published an article in the Harvard Business Review titled "What Makes a Leader?" that transferred these findings to the discourse on leadership, and the rest is history. Leadership theorists grasped onto this concept and it was no longer acceptable for organizations to solely consider IQ as a reliable source for identifying future leaders. Emotional intelligence, which is divided into five components, was explained as an essential leadership tool for identifying and developing great leaders. EQ is comprised of personal competence (self-awareness, self-regulation, and motivation), which determine how we manage ourselves, and social competence (empathy and social skills), which determine how we handle relationships.

Self-awareness. Goleman explains that emotionally intelligent people have a tremendous amount of self-awareness (1985). Self-awareness is the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others. As the great philosopher Aristotle said, "Knowing yourself is the beginning of all wisdom." A leader who has self-awareness is able to describe both their strengths as well as recognize the blind-spots they may have. They are able to give a realistic self-assessment which gives everyone around them an advantage. It is harder to build a great team around a

leader who lacks self-awareness because they do not recognize the strengths they need in others to complement their own and vice versa.

It can be frustrating to work under a leader who has not mastered this function of EQ. If your boss thinks of him or herself as patient yet he or she is always losing his or her temper, team members can question a leader's capability to lead. However, if a leader shows self-awareness with authenticity and signs of self-deprecating humor, trust is gained. Leaders with self-awareness tend to exude greater confidence in the workplace.

Self-regulation. Emotionally intelligent leaders have the ability to self-regulate. This gift allows a leader to control or redirect disruptive impulses and moods. Leaders with high EQ have the propensity to suspend judgment and to think before acting. This is so valuable to team members who can then approach the leader with information and expect a cool, calm response.

Motivation. Leaders with higher EQ levels also demonstrate greater motivation. They have a passion to work for reasons that go beyond money or status. They are motivated to pursue goals with energy and persistence. This strong drive to achieve and create meaningful experiences leads to organizational commitment and optimism in the face of failure. Leaders who are only working for a title or position are not typically strong in emotional intelligence and leadership.

Empathy. Empathy is the ability to understand the emotional makeup of other people. This skill allows leaders to place themselves in the shoes of others, and treat people according to their emotional reactions. This is a sign of emotional intelligence and can create a strong connection with clients and customers, as well as expertise in building and retaining employee talent. Empathy is also a sign of cross-cultural sensitivity.

Social skills. Finally, emotional intelligence includes social skills, or the proficiency in managing relationships and building networks. People with strong social skills are able to find common ground and build rapport. This may lead to excellence in building and leading teams and great effectiveness in implementing change.

Cultural Intelligence (CQ)

Cultural intelligence refers to an ability to interact effectively with people of different cultures (Ang & Van Dyne, 2008). According to the Cultural Intelligence Center, "CQ is a person's ability to function effectively in situations characterized by cultural diversity" (Montgomery, 2011). Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. CQ is comprised of four components: awareness of one's own cultural worldview; one's attitude towards cultural differences; one's knowledge of different cultural practices and worldviews; and, one's cross-cultural skills (Gallagher-Louisy, 2013). Demonstrating CQ is about knowing one's own ethnic/cultural heritage and celebrating it. It is also about understanding that everyone has an ethnicity and a culture. High levels of CQ allow us to deepen our awareness of the trends in our own culture and not hold them as the standard, but instead become aware of the biases that they may create for us.

Leaders with high levels of CQ are champions for cultural competence in all environments and advocates for equality. Showing signs of genuine curiosity and being interested in cultural differences are earmarks of this quality. With CQ, there is an appreciation for the complexity of cultural differences. One of the more difficult aspects of CQ is learning to weigh personal values alongside other cultural perspectives so as to make ethical judgments where cultural differences are indeed considered. According to David Livermore, author of *Leading with Cultural Intelligence*, "It's less about becoming an expert

about every culture and more about developing the overall capability that allows you to become effective and respectful in any cultural situation" (Montgomery, 2011).

In the realm of management and psychology, cultural intelligence is a term and theory that strives to describe the impact that diverse cultural identities have on an individual's behavior, and how effectively the organization engages in different environmental settings. There are three aspects in which cultural intelligence arises: cognitive; physical; and, through motivational means. These traits allow an individual to acquire a high sense of cultural intelligence in the context that is needed. The cognitive aspect is developed through the mind by understanding one's own culture and cultural diversity. The physical aspect is developed through the body by uncovering one's sensory environment and body language. The motivational aspect is developed through one's emotions and by receiving rewards and strengths from one's success. Cultural intelligence is measurable through a scaled system where individuals that have a high cultural intelligence are much more successful by working in diverse environments, whereas individuals with low cultural intelligence are much more ineffective (Earley & Mosakowski, 2004).

Since there are many variations of cultural intelligence, the notion of intercultural competence becomes important. In order for one to understand culture, one needs to become knowledgeable by studying the beliefs, customs, and norms of foreign cultures. However, training in these cultures may never fully educate an individual because every individual's attitude in the culture is different. With one's body, one needs to understand how demeanor and body language can affect situations. This can mean anything from the way one shakes hands or orders food, to how one can imitate customs of the host culture. One may need to adopt habits and mannerisms to truly identify with the culture at hand. When an individual accomplishes these actions, people are more prone to trust and listen to the individual.

Concerning an individual's heart, humility is very important. Also, confidence is crucial because if individuals do not believe in themselves, it is very difficult for others to believe in them (Earley & Mosakowski, 2004).

Cultural intelligence can be vital in cross national work, mergers, and project groups. In cross national work, organizations rely on collaboration with other countries to apply change. In this situation, an organization needs to prevent conflicts and misunderstandings in every aspect. A culturally sensitive leader will understand that he or she needs to allow his subordinates to study the strategic background of cross national work and the differences related to the culture at hand. The cultural background of the international alliance must be studied. Individuals need to know how to establish good communication with key managers and subordinates. Mergers are complicated because synergy needs to be accomplished in a sometimes hostile environment. An effective leader will create planning procedures and strategies to establish a common understanding within cultures. This will allow for the transition of both organizations to flow much more smoothly, and then a common company culture can be created through shared beliefs and a shared history of the organization (Plum, 2007).

Culturally intelligent leaders understand that it takes time for a new culture to be deemed uniform. Project groups are being used more and more to encourage innovation, and many of these groups must seek to obtain synergy before conflicts occur. Cultural misunderstanding can occur and managers need to be aware of the differences between the individuals in the group to help to prevent conflict and enhance innovation. The growth of CQ occurs when, by reflection, the group learns what is and what is not working. All issues should be addressed upfront before a project takes flight and becomes successful (Plum, 2007).

Moral Intelligence (MQ)

Moral intelligence (MQ) is a leadership intelligence competency that prescribes leading with the four core principles of integrity, compassion, responsibility, and forgiveness. It is suggested that practicing moral intelligence improves the success of a leader and therefore the organization, which then creates greater value for those connected to the organization, including employees, shareholders, and communities. For example, the principle of integrity may build trust amongst the employees. In addition, the principle of compassion may attribute to the retention of its workforce. Furthermore, the principle of responsibility may create inspiration. Finally, forgiveness may encourage innovation (Kalman, 2011).

Moral intelligence in a changing society, or differing societies, may be a challenge to master. It may prove difficult to distinguish between what is appropriate and what is not. A person may deem a certain situation or action as inappropriate, but in other situations or societies it may be appropriate, it simply depends on what lens one is using. As leaders, it is important to understand the differences between varying situations and meanings. Leaders may risk being seen as moral hypocrites if they do not understand the concept of certain actions and behaviors. It is important for leaders to be morally intelligent and aware so as to not compromise one's moral terms or hinder moral growth (Sherman, 2015).

According to psychiatrist, author, professor, and one of the world's most prominent moral visionaries, Robert Coles states, "morality is not just niceties, or theoretical, or a side issue. It is the central issue of our existence, the factor that defines the quality of our lives as human beings" ("Robert Coles and the Moral Life," 2010). Moral intelligence for a leader is crucial, but it goes beyond whether one is acting morally or not, it proposes results to which a leader and the organization may thrive both in the public and private spheres. People have a natural inclination towards learning moral principles;

however, a work environment which is nurturing towards learning these skills is necessary (Kalman, 2011). While working toward behavior change is important, a leader that encourages a learning environment is vital (Kalman, 2011). Executives often lead through skills formed from core business training, therefore leading through integrity, compassion, responsibility, and forgiveness must be practiced as any other skill to be effective.

Tactical examples of leading with moral intelligence may include the following: offer to a subordinate to begin a meeting with his or her agenda first; truly listen as opposed to talking to a team; and, be respectful towards employees as humans as well as professionals (Kalman, 2011). Additional tips for successfully leading with moral intelligence includes accepting responsibility, making less excuses, avoiding little lies, communicating respect, showing sympathy, practicing acceptance, and being tolerant of others' shortcomings. Forgiveness is less about how one relates to others and more about how one relates to oneself. In other words, others will treat you the way you treat yourself. Therefore, critical components to moral intelligence consist of being honest, maintaining integrity, and keeping commitments (Jensen, 2012).

Digital Intelligence (DQ)

The digital age now requires new competencies of leaders through the fluency of technology. Those who have been born in the digital age are now called *digital natives* and are "native speakers" of technology, e.g., computer programs and software, videos, video games, web pages and websites, digital audio, social media, digital media, and other online mediums. Those who were able to exist, operate, and lead in this world prior to the integration of technology are called *digital immigrants* and are now learning a new digital language which seems foreign (Prensky, 2001).

In his article, "Digital Natives, Digital Immigrants," educational consultant Prensky (2001) coined the term *digital native*, which explains the contemporary decline in American education due to the failure of educators to understand the needs of modern students. His article explained that the arrival and fast dissemination of technology in the last decade of the 20th century had shifted the way that children think and process information, making it difficult for students to excel using outdated teaching methods. Students raised in a digital, media-saturated world, require a media-rich learning environment to hold their attention (Prensky, 2001). A trendier alternative has been proposed which refers to the *Digital Visitor* and *Resident* in regards to the various ways individuals engage with digital technology.

Whether you are a digital native or digital immigrant, you will need to be digitally intelligent if you are to lead in this new age. Digital intelligence (DQ) consists of four key principles: understanding the reasons to use technology, including its strengths, opportunities, and advantages; knowing what types of technology are available, what the options are, and the ability to choose the right tool for the right purpose; understanding how the technology works and having the ability to apply the technology in effective ways; and, developing the judgement to know when technology should be used, when it is going to benefit, and when it is going to cause challenges (Waller, 2016). It is also important to understand that having good judgement when exercising digital intelligence is critical, but good judgement is primarily created through the development of both ability and experience (Waller, 2016).

A leader or organization may be competent in technology but may fail to exercise good judgement, i.e., when or how it is appropriate to use specific technology capabilities. It is when ability is combined with diverse experience that a sound decision may be reached, and this also includes the ability to know alternatives. Developing digital intelligence is about building the knowledge and practicing the skills that will allow us to understand new technologies as they emerge, in addition to identifying

opportunities and managing risks. Digital intelligence is also a transferable intelligence competency, meaning it is relevant to our personal and professional lives. In our global community, digital intelligence is important as it dictates how we may relate to each other (Waller, 2016).

A final consideration that demands attention is the importance of digital security, especially as we steadfastly evolve into a global society dependent upon technology and the increased value placed upon the information it transfers and stores. Digital tools are only as successful as its security capabilities to help manage, protect, and sustain its purpose. Therefore, in addition to the established four principles of DQ revolving around judgement, ability, and experience, digital intelligence must consider the technical aspects as well as human practice impacts to security in the digital age.

Gender Intelligence (GQ)

Gender intelligence (GQ) evolved from the early idea that gender balance is achieved through viewing both genders as identical. However, it was discovered that equalizing the numbers does not lead to gender balance. While treating everyone the same may help to eliminate bias, it does not result in gender balance. The solution is not about eliminating differences, but rather learning how to recognize, value, and leverage those differences. In order to do this, it is important to understand and appreciate the natural talents that both men and women have to offer ("Gender Intelligence Group," 2013). Exercising gender intelligence as a leader within an organization may secure the best talent, lead to better decisions and strategies, create better products and services, and achieve heightened financial results. Therefore, it is suggested that practicing gender intelligence as a leader and organization leads to economic benefits and global competitiveness ("Gender Intelligence Group," 2013).

Barbara Annis (2014) wrote the book *Gender Intelligence*: *Breakthrough Strategies for Increasing Diversity and Improving Your Bottom Line* with Dr. Keith Merron, which represents the culmination of twenty-seven years of gender-based research and global practice that uniquely apply cutting-edge brain-based research to the workplace. This book offers the mindset and systemic changes that organizations need to transform their culture and bridge the gap between men and women at all levels of leadership and management. As a result of gender intelligence, leaders will create more inclusive and productive organizations (Annis & Merron, 2014).

Despite decades of gender laws that address quotas, diversity training, affirmative action, and legal expenses toward equalizing pay and working conditions between the sexes, a glass ceiling remains in place for women. As efforts to treat people the same regardless of gender has been attempted, equality is yet to be realized. Annis and Merron (2014) surveyed over 100,000 men and women across dozens of Fortune 500 companies to provide a comprehensive understanding of the forces that perpetuate gender inequality. They conclude that "great minds think un-alike" and that women and men should work together to complement each other's strengths in the workplace as opposed to a "gender-blind" approach which treats both genders the same (Annis & Merron, 2014). They suggest that women and men should learn to "work" and "win" together.

Global Intelligence (GQ)

Global intelligence (GQ) is a leadership competency that describes how to be a more successful global leader, and it appropriately summarizes the common aspects and benefits of emotional intelligence, cultural intelligence, moral intelligence, digital intelligence, and gender intelligence, specifically the importance of self-awareness. As the world becomes more connected with the rise of social media and technology, there is a need for leaders with high EQ and high self-awareness who relate

personally to their organization's people. Leaders need to celebrate diversity, know global issues, and have empathy and compassion (Caprino, 2015).

Bill George (2015), author of *Discover Your True North*, states that a global leader is transparent, authentic, genuine, builds trust, shares a clear vision, encourages diversity, empowers teams, aligns people to the organization's mission and values, and recognizes that all the constituencies of an organization must be served, e.g., shareholders, customers, employees, suppliers, and the community (Caprino, 2015). Successful global leaders must practice and master self-awareness to know their own stories – and this may be achieved through self-reflection and honest feedback. Once leaders are familiar with their own stories, they may know their own strengths, acknowledge their own weaknesses, exercise humility, model integrity, and lead with confidence (Caprino, 2015).

Having an effective global leader is a great competitive advantage to have within an organization. Also, having leaders with an understanding and ability to work in a global environment is rare and valuable within an organization. In turn, effective global leaders are the ones who are involved with the training and development of competencies, such as cultural intelligence. There are two ways that a leader may create a cultural competitive advantage: through didactic programs or sparingly used face to face cultural experiences. Didactic programs are training classes that are administered either through a third party or in-house to receive the cultural training that they need. These training courses involve virtual training modules, including insight on key behavior or personality traits needed to work within a global environment. Exposing leaders to the culture first-hand may mean either living in the country or experiencing short-term international assignments that involve day to day communication with the foreign culture (Ng, Van Dyne, & Ang, 2009).

Recommendations for Future Studies

As society evolves and the demands of leadership continue to shift, researchers will continue to explore additional competencies that are required for leadership. It is difficult to predict what will come and what will be needed for future leaders to succeed; however, there are a few studies underway that will, no doubt, add rich data to this conversation.

Research is currently being collected, but additional work needs to be performed around generational intelligence, which is the ability of a leader to understand and work with various generations (e.g., baby boomers, gen x, millennials, etc.). There are a lot of modern issues that leaders may prepare for with this type of intelligence. As indicated, studies are being conducted in this area, but additional data analysis is needed.

Shirzad Chamine (2012) wrote a book titled *Positive Intelligence: Why only 20% of teams and individuals achieve their true potential and how you can achieve yours*. Positive intelligence is the science and practice of developing mastery over your own mind so you can reach your full potential for both happiness and success. Positive intelligence is groundbreaking research that exposes ten well-disguised mental saboteurs. According to Chamine (2012), nearly 95% of the executives who attend his Stanford lectures conclude that these saboteurs cause "significant harm" to achieving their full potential. With positive intelligence, you can learn the secret to defeating these foes.

An additional study revolves around creative intelligence. Bruce Nussbaum (2013) authored *Creative Intelligence: Harnessing the Power to Create, Connect and Inspire*. This book explores creative intelligence as a form of cultural literacy and a powerful method for driving innovation, problem-solving,

and start-up capitalism (Nussbaum, 2013). This new approach frames problems in a way that devises solutions that are original and highly social.

Conclusion

Einstein's IQ was estimated to be 160, Madonna's was around 140, and Kennedy's was about 119, but IQ scores are no longer a strong prediction of one's professional achievement and success (Jensen, 2012). IQ tests were often used as a measurement of logical reasoning and technical knowledge, and it was often a necessity for climbing the business ladder. However, a high IQ is no longer an appropriate predictor for success, rather other intelligence competencies, e.g., emotional intelligence and moral intelligence, are proving to be a better indicator for executive competence and corporate success (Jensen, 2012).

Organizations tend to under-invest and underestimate the importance of developing and helping their leaders and employees to strengthen intelligence competencies outside of IQ. The ability and encouragement to learn and practice a variety of intelligence competencies allows for an individual to develop and master self-awareness. Self-awareness is a common thread amongst many intelligence competencies, proving to be a strong and essential trait of successful global leaders. The Carnegie Institute of Technology found that only 15% of an individual's financial success is due to technical knowledge, whereas 85% is due to personality skills such as the abilities to communicate, negotiate, and lead. It simply comes down to the idea that people are more likely to do business with people they trust (Jensen, 2012).

In our global and modern world, it no longer solely matters if a person received the best education or training from the best institution. An intelligent and rational person with a high IQ is a great asset, but

it does not stand as the most important qualification. A person who has developed their skills in other intelligence competencies such as emotional intelligence, cultural intelligence, moral intelligence, digital intelligence, gender intelligence, and global intelligence (to name a few) may be just as successful (if not more successful) than a person with an impressive education or high IQ. An impressive IQ may help a person on an individual basis, but being skilled in other intelligence competencies may benefit an individual and others, including an entire organization and community. If an individual is able to master these under-rated, complex, and critical forms of intelligences, research shows that greater professional competence and capability may be achieved, and therefore greater success is possible (Jensen, 2012).

In summary, the quest for understanding leadership intelligence competency will continue for as long as the human mind is consumed with curiosity for how to grow and evolve. Researchers indulge the process of exploring leadership theory as they trace the ever-changing societal requirements for what it takes to lead. We will likely see many more studies unveil the competencies needed for leaders to survive and thrive in contemporary contexts. Some may tire of this type of work, but others never will.

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The Emerging Global Leader: The New Global Leadership Preparation Program for

The Future

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Abstract

There is much in the literature regarding the significance of leadership, however there is a dearth of studies which identify what skills, knowledge and attitudes are necessary to becoming a global leader. The importance of being a global leader cannot be overemphasized in the networked world environment. What happens in Russia, India and China is instantly known around the world. Instant decisions might have to be made and resources allocated or taken away with little time for debate,(Schmieder, J. 2015 SAM Conference). Pepperdine University has recognized the importance of this topic and recently instituted the PhD in Global Leadership and Change.

The purpose of this study is to set forth a developmental model for global leadership based upon the literature of the last 40 years as well as collect data based upon an inventory created upon this model. The Schmieder Global Leadership Inventory (SGLI), was completed annually by graduate students studying organizational leadership in a doctoral organizational leadership program. The results were tabulated and the student scores were divided into 6 levels of global skills and sophistication with level 6 being highest and level 1 being lowest. The Schmieder Global Mindset Inventory was given at the orientation session at the beginning of each two year coursework sequence and at the end of an international trip in June the first year.

The inventory results were reviewed and research questions of the study were answered. It is important to see if an international trip makes a difference in students' scores on the Schmieder Global Mindset Inventory. This indicates that the experiences of these incoming students is important. However, it will be important to see if their results are higher after trips to Belize, India and China. These trips are part of the graduate school experience.

Introduction

There is a need for a developmental approach to acquiring a global mindset for leaders. This topic has just taken on traction with many conferences on global leadership including the International Center for Global Leadership Conference which is held every July in Roberts Grove Placencia Belize, (www.icglconferences.com). The last theme of the 2016 conference was: "Possessing a Global Mindset: A Necessity for Leaders." The next conference is July 20-24th, 2017 in Placencia Belize.

There is some confusion on what it takes to be a global leader in scholarly journals. This deficit of literature is apparent in that 85% of Fortune 500 executives believe that their company lacks effective global leaders, (Gregersen, Morrison and Black, 1998; Morrison, 2000).

The purpose of this paper is to give a background of what it takes to possess a global mindset that would be key to interacting with various cultures effectively.

Research Questions:

The research questions are as follows:

1. What are the results of doctoral students' scores on the Schmieder Global Mindset Inventory before an international study trip?
2. What is a developmental model for global leadership based upon these findings?

In order to address these research questions. It is necessary to review:

1. The Definition of a Global Mindset
2. The Proposed five levels of the global mindset inventory
3. The background literature including the history of cultural sensitivity studies, the theoretical background including constructivist theory, and psychological capital, and how these knowledge, skills and attitudinal studies inform the Schmieder Global Mindset Inventory.
4. Methodology Section in which the data collection procedures, validity and reliability of the instrument

What is the definition of having a global mindset?

According to Harris, Moran & Moran, 2004, global leadership is defined as "being capable of operating effectively in a global environment while being respectful of cultural diversity." This is not an easy concept to understand. Most leaders do not naturally have this skill but must acquire the skills necessary to have a global mindset. It important for doctoral leadership classes because the graduates of a doctoral program will be utilizing the skills they learned in the program for cross-cultural business.

As C.K. Prahalad wrote in 1990,

"This world is beset with ambiguity and stress. Facts, emotions, anxieties, power and dependence, competition and collaboration, individual and team efforts are all present…Managers have to deal with these often conflicting demands simultaneously."

Possessing a global mindset means that the individual is able to maintain an "openness" to and awareness of diversity issues across cultures and the willingness to be adaptable, able to deal with ambiguity, build partnerships and alliances, be introspective, and adjust one's reactions to the environment. (Cohen, 2010). Rhinesmith (1996), developed specific competences that relate to being a

global leader and which the author stated are key to having a global mindset. The definition of global mindset that is given much attention is that of Gupta and Govindarajan's (2002) definition in which they view a global mindset as a combination of openness and awareness to a diversity of markets and cultures with an inclination and capability to integrate across diversity. A global mindset in this view is an ever developing and evolving system built upon cognitive feedback mechanisms that expand an individual's mental schemas.

To synthesize what it means to have a global mindset is important. It involves having an expansive way of seeing, thinking and analyzing, and synthesizing information and data that focusses on the team, individual, and organizational challenges and opportunities triggered by operating in a complex business or educational based global environment.

The 1980s and 1990s provided the beginning years for this study. But now, the study of global leadership has attracted many more scholars in the field.

What is the Problem?

Many students graduate from programs in organizational leadership without knowing their strengths and weaknesses in the global arena. Furthermore, in 2011, 258,192 GMAT exams were taken around the world; up 21 percent from 212,532 ten years previously (BizEd 2012). This means that there are more students being accepted into graduate schools around the world. This issue means that interconnectedness is an important issue in world education.

What new information does this paper contain?

This paper addresses issues regarding leadership competencies needed to have a global mindset. A group of 17 doctoral students were selected for this introductory study. We currently have 875 scores of students utilizing this inventory but it is necessary to acquire 2500 responses before we decide that the instrument is one to utilize widely.

Literature Review

The literature review contains information related to the topic of global leadership. Many authors have studied global leadership. Related topics are: cultures where there is external locus of control,

communication style differences by culture, leading global teams, and intercultural sensitivity. This literature review addresses the context behind having a global mindset. In addition, a background will be provided that addresses the Knowledge, skills and attitude necessary to having a sophisticated global mindset. The chapter will end with a proposed matrix illustrating the levels of knowledge, skills and attitude which form the scoring system for the Schmieder Global Mindset Inventory.

Table 1

Level of Global Leadership

Level of Global Leadership	Description of Level	One class	Scores
Level 6	The individual has reached a transcendent level of cultural agility and has a global mindset	3 students	232 218 218
Level 5	The individual has a developed global mindset. He or she has the ability to adapt to most situations with a sophisticated level of understanding of global issues.(**intellectual, psychological, and social** capital)	3 students	212 213 210
Level 4	The individual has knowledge of leadership theory regarding global issues (**knowledge**)	0 students	
Level 3	The individual has knowledge of other cultures and feels that all cultures are similar and that it is easy to make cross-cultural decisions (**social)**	4 students	204 203 204 203
Level 2	The individual has an emerging global mindset. The person is just beginning to become knowledgeable about cultures other than their own. (**knowledge**)	1 student	202
Level 1	The individual prefers their own culture to that of others and prefers to maintain their reading to the understanding of that one culture. If this student is given experiences which encourage global leadership	6 students	184 176 198 191 188 174

	they will advance to higher levels. (**Knowledge**)		
		*17 students	

Some students completed only part of the inventory and had to complete the whole inventory at a later date.

Why is it important to have a global mindset?

It is important to be able to perform at level 6 because it might become necessary to take a position or training experience in another country. In addition, there is an emphasis today on working in global teams. It is not unusual to have a colleague in India or China who is working on the same project.

Methodology

Data Collection

The survey data was collected during the orientation of the leadership doctoral programs in August of 2016. . The 50 item Schmieder Global Mindset Inventory was selected as the instrument. Students were given approximately 20 minutes to complete the inventory. The inventory was then scored by the principal investigator and given back to the student. A workbook was also distributed with the results to each students, indicating where the student scored on the six levels and how to raise their global mindset score.

Instrument

In the future an online survey will be used. The online survey will provide more timely data collection method than mail or in-person surveys, will allow the use of a larger population (Alreck & Settle, 2004). On the other hand, a self-administered survey allows the target population to receive the

survey concurrently, and increase willingness of respondents to answer sensitive questions (Bourque & Fielder, 1995; Bryman & Bell, 2007).

In future surveys, the survey instrument will be of two parts. The first part will be a demographic survey asking information about the student's international trip and previous international experiences.

The data collection instrument is a survey consisting of closed responses and ranked items. Utilizing questions from existing validated surveys with similar research focus, as appropriate, assisted in validating the survey. The survey consisted of thirteen questions separated into two parts. The organizational demographic portion of the proposed online survey contained vertical formatted closed questions identifying gender, age, job title and role, reporting structure, membership on presidents council, student body full time equivalent (FTE), and denominational affiliation of institution. The characteristics portion of the proposed survey will provide an ordinal scale in order to assess the level of agreement to the items. The characteristics portion of the survey used the characteristics revealed through the literature review to show their value and importance with relation to the future of CIOs, as well as seven characteristics identified during the survey validation process.

. The first two questions will ask the participants for their assessment of the characteristic for their current position and needed in the future. For the next question participants will rank the top six most needed future characteristics.

The levels of importance scale used for the survey was as follows: 1, *low*; 2, *emerging;* 3, *medium*; 4, *medium high* and 5, high, 6, very high. The levels of agreement scale used for the survey was as follows: 1, s*trongly agree*; 2, *agree*; 3, *neutral*; 4, *disagree*; and 5, s*trongly disagree*.

Validation of the Survey Instrument

A group of experts reviewed the instrument determining if the questions on the survey contained the data needed to answer the research questions. The experts consisted of four members, all who are qualified to review surveys and all who work in higher education. Inviting participation of the expert group transpired via email. The email included information about the study, the purpose of the group, and a link to the survey. The email also included the first chapter of this study and an executive summary of the study as an attachment. The experts responded with any concerns or comments, in order to adjust the survey based on their feedback and recommendations. All experts agreed the survey would obtain the necessary data to answer the research questions.

The pilot group received an email explaining the study, asking them to participate and provide feedback about clarity of questions. The link to the survey was included in the email. The pilot group identified confusion in the numbering of the survey, as the first question began with the number two. The final survey contained the modified numbering. The pilot group also identified four additional characteristics -- portfolio management, risk management, marketing skills, and emotional intelligence -- which the final survey contained. There are currently 875 scores collected so far to establish the survey's reliability.

Validity and Reliability

The study utilized a newly devised instrument. This introduced validity and reliability issues. A pilot study was performed to reduce some usability concerns. Reliability is concerned with replicability of results. For instance, does the same question asked to the same respondent result in the same answer if administered at different times. This suggests high reliability. For new surveys; it is important to test for

reliability (Litwin, 1995). The use of a pilot group to test the survey's scale reliability helps improve the reliability of the survey instrument questions. Validity refers to how well the survey measures what it sets out to measure (Litwin, 1995). . For this study, the developed survey instrument established content validity through the use of experts. Content validity ensures the instrument measures the content being studied accurately. A panel of experts was used to assess the content validity of the survey instrument and provide suggestions for changes with respect to face validity. A pilot survey was conducted for usability testing to find errors in the surveys form and presentation. Conducting the pilot survey ensured that the questions were easily understandable. The pilot group consisted of current or former senior IT leaders (CIO's) who were not in the target population. The individuals selected were familiar with online surveys and experienced in the CIO role. According to Bryman and Bell (2007), validity is about ensuring integrity. For example, does the measurement activity actually measure what it says it will measure?

Internal Validity

Internal validity threats can include changes to the instrument during the study, allowing control groups to converse, and causing participants to change their views during the study (Creswell, 2009). Validity threats were minimized by the following means. The Stellar Survey tool, like other similar products, mitigates the risk of changing the tool during the study. Once the study is open to participants, the software does not allow for modifications without closing the instrument to the participants and inviting the possibility of lost data. The characteristics questions could not be changed unless the data was deleted. To ensure the participants received the survey around the same time, an email was distributed containing the survey link (Bourque & Fielder, 1995). An online survey is also always available providing flexibility for the participant.

External Validity

External validity refers to how far the results from the study can generalize to other populations or contexts (Bryman & Bell, 2007). Creswell (2009) explains that the researcher must not make incorrect inferences to additional groups or settings. To reduce external validity concerns, the entire population received an email containing the link to the survey. The population was limited to the CIOs in the CCCU. The researcher ensured that the purpose of this study was to describe the current state of the CIOs in the CCCU, define the characteristics needed for their success and any impact organizational design has on these characteristics, and provide an analysis of data collected over one two-week time frame.

Data Analysis

Creswell (2009) defines descriptive analysis as "describing the results through mean, standard deviation, and range of scores" (pg 228). Descriptive statistics is the procedure of summarizing and organizing data for describing quantitative information (Vogt, 1993). The survey asked participants questions that measure the characteristics of a CIO and attributes of their institutions.

Human Subjects Considerations

There was minimal risk to the participants of this study as the data being collected poses minimal risk to their institution or to the participants personally. The respondents were not embarrassed or threatened to answer the survey questions as they are not sensitive in nature. According to Alreck and Settle (2004), the respondent's privacy and anonymity should be honored. Responses were anonymous and the survey was strictly voluntary. The responses were confidential and used only for the purpose of this study. To minimize any personal risk, all responses were summarized removing the ability to

identify specific institutions or persons. There were no known physical risks to the individuals who participated.

The study design was submitted to Pepperdine University's Graduate Professional Institutional Review Board (IRB) in July 2015 for approval as exempt. The explanation provided to IRB for exemption follows. The research activity involved survey research with an adult population that is not a protected group. The survey did not ask for information that can directly identify the participant nor were any identifiers used to directly link participants to their data. The study presented minimal risk to the participants and disclosure of data outside of the purpose of this study did not place the participants at risk of criminal/civil liability. Participation in this study did not present risk to participant's financial standing, employability or reputation. This study was exempt based on the federal regulations section 45 CFR 46.101(b)(2).

Submission of an application to IRB to waive participants sending an official consent form back to the investigator also occurred. Clicking on the survey link in the email, agreeing to consent on the first screen of online survey, and submitting the survey served as the participants' official consent. Requiring a formal consent form to be returned when using email as the main communication method could delay the collection of data. Advantage of online surveys include that the participants received the survey within the same time period and online surveys provide a convenient method for respondents to respond. Returning a formal consent form complicated the advantages of online surveys.

The IRB determined that this study met the requirements for exemption in July, 2015. At the same time, approval of the application to waive documentation of informed consent also transpired.

What is the Breakdown in Scores of the Students Taking the Schmieder Global Inventory (Validating Study for third chapter)?

Thirty six graduate students studying organizational leadership took the Schmieder Global Leadership Inventory. The scores for the students varied. Most scores were at Level 1 on the inventory indicating that there is a journey that students take to move to Level 6. Fourteen students were at Level 5 and below. Three students were in Level 6 which is the top level of the inventory.

What is a new model for global leadership?

A new model for global leadership has been adopted after reviewing the results of this study. A new model of global leadership was developed called the KIAAK model. This abbreviation stands for:

1. Knowledge and assertiveness
2. Adaptation skills
3. Knowledge of other cultures

Table 3

KIAAK Model of Global Leadership Skills

Global Mindset

Adaptation

Knowledge of identity and assertive skills

Knowledge of other cultures
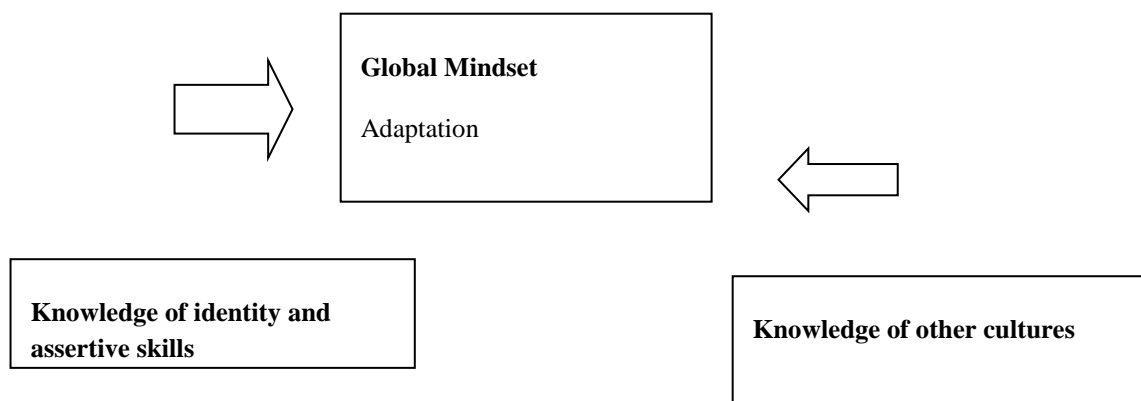
Summary of the paper

It is clear that having a global mindset is essential for effective leadership in this business climate. Graduate students who will become tomorrow's leaders need to be aware of their skills and be able to determine what skills they need to acquire. Addendum 1 is the Schmieder Global Leadership Inventory. This is the inventory that is taken by graduate students to determine what skills they have and what skills they need to acquire to be a great global leader and possess the all-important global mindset. (The answer key for the inventory can be obtained by emailing jschmied@pepperdine.edu)

Addendum 1

Schmieder-Ramirez 50 Item Global Mindset Inventory

My Name:_____

Date:_____

Please circle the answer which most closely indicates how you feel.

1. It is reasonable that people care for what happens inside their own country.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. I have seen many instances where a misunderstanding of cultural differences led to an unfortunate situation.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. I feel that a leader must decide on one way to lead in every instance.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

4. All peoples act the same and have the same interests, needs and goals in life.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

5. I feel like a stronger leader without the constraints of an organization.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

6. I feel that both Western and Eastern leadership strategies are equally valuable.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

7. When leading a group I can adjust my leadership strategy to adapt to the different cultures represented by my team.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

8. I feel as a leader that if other cultures would be more like ours, the world would be a much better place.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

9. As a leader, if our culture recognized the importance of leadership in other countries, I feel that our world would be a better place.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

10. As a leader it is best to have my direct assistants from my own culture. Therefore they would question less of my directives.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

11. I feel that there are universal leadership values and I feel that all cross cultural differences can be resolved if we all work together.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

12. Being assertive as a leader is an advantage no matter what culture you are in.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

13. Developing a global mindset takes time and many diverse experiences.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

14. It is important at an early age to be exposed to at least one other culture and preferably many.
Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

15. It is important as a leader to recognize that every culture has a different future orientation.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

16. I am comfortable traveling and have spent time in many countries.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

17. I have friends from many parts of the world.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

18. I am familiar with at least one other language and can speak it fluently.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

19. Leaders should be familiar with other strategies of leadership including those from the Asia-Pacific culture.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

20. It is important to work alone as a leader and not worry about involving others until it is time for an execution of strategy.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

21. It is important for the leader to "get out in front" of an impending problem.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

22. As a global leader it is important to include your strongest rivals among your closest team members.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

23. It is important as a global leader to utilize change and ambiguity to resolve difficult situations.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

24. I am a persistent learner with an eye to the bigger picture.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

25. When implementation of a solution begins, it is important for a global leader to have strategies that are clear, deliberate, bold and easy to understand.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

26. It is important as a leader to keep information to oneself until the last possible moment so that rivals cannot see where one is going.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

27. In many instances as a leader, it is important to hire a person who has experiences in another country that have made him or her more culturally sensitive.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

28. Cognitive and technical skills are less important than emotional intelligence in a global leader.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

29. The higher rank that a global leader has, the less important are technical skills like "computer programming."

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

30. Self-aware people know—and are comfortable discussing their limitations and strengths.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

31. As a global leader, it is important to have a passion for the vision of any project.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

32. Empathy means that the leader considers the employee's feelings along with many other factors, but makes his or her own decision based upon all factors.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

33. It is important to be attuned to the subtleties in body language which can transmit a message beneath the words being spoken.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

34. There are some cultures which are more amenable to ethical leadership than others.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

35. I would ensure that all employees know where the organization is headed.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

36. I attempt to act as a role model in any project I undertake.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

37. I respect the cultural value of all organizations outside my country.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

38. I feel that all governments try to do things on an ethical basis.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

39. I am active physically and institute regular exercise in my daily routines.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

40. I feel that one culture cannot be viewed as better than another.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

41. I am not afraid of taking risks.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

42. I think that being fluent in at least one other language other than a home language is important.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

43. I am asked to assume projects associated with global leadership on a regular basis.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

44. I feel comfortable in any culture.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

45. There are many times I think about elements of another culture that I like better than my own culture.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

46. I am generally an optimist regarding leading projects forward.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

47. If someone asked me to envision by drawing a picture of what it would be like to live on the planet Mars, I would comfortably be able to do this.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

48. I believe that most cultures are moving toward becoming more similar.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

49. I believe that for global projects, multicultural teams are better than mono-cultural teams.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

50. "Silence" in communication is determined, at least partially by cultural norms.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

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