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INTERNATIONAL CENTER
FOR GLOBAL LEADERSHIP

THE FUTURE OF EDUCATION IN A GLOBALIZED WORLD

4TH INTERNATIONAL CENTER FOR GLOBAL
LEADERSHIP CONFERENCE
JULY 20TH - 24TH, 2017 - ROBERT'S GROVE
PLACENCIA, BELIZE



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Conference Agenda

Thursday, July 20

4:00-6:00 pm	Registration at Robert's Grove
6:00-7:30 pm	Opening Mixer ----- Robert's Grove Private Pier Casual attire

Friday, July 21

8:00-9:30 am	Registration at Robert's Grove Breakfast is free (part of room cost) for Robert's Grove guests
9:30-10:00 am	WELCOME – Dr. June Schmieder Ramirez
10:00 – 10:45 am Session 1 Conference Room	<i>“Enhancing Leadership in the Ecuadorian Military: Conversations on Leadership with Special Forces Personnel”</i> <i>Dr. Sandra Dennis</i>
11:00 – 11:45 am Session 2 Conference Room	<i>“Using massive open online social learning structures to increase post-secondary enrollments”</i> <i>Jennifer Fox</i>
12:00 – 12:30 pm	LUNCH PROVIDED
12:30 – 1:15 pm Session 3 Conference Room	<i>“Ethical Leadership and Social Media: Global Implications of Self-Generated Content”</i> <i>Dr. Lonnie Morris/Dr. Damion Bolton</i>
1:30 – 2:15 pm Session 4 Conference Room	<i>“The Application of CEFR Based Tasks in English as a Foreign Language Contexts”</i> <i>Dr. Yasuo Nakatani</i>
2:30 – 3:15 pm Session 5 Conference Room	<i>“The Benefits of Studying Abroad: A Focus on the Students from the country of Belize”</i> <i>Shimeka Bruton</i>
3:30 – 4:15 pm Session 6 Conference Room	<i>“Evaluating Cultural Competence among Undergraduate Healthcare Administration Students”</i> <i>Dr. Carrie Pullen</i>
4:30 – 5:15 pm Session 7 Conference Room	<i>“Accelerating in Higher Education”</i> <i>Dr. Amanda Wickramasinghe</i>
5:30 – 6:15 pm Session 8 Conference Room	<i>“Storytelling: Connecting Students and Educators with an Ancient Tradition”</i> <i>Joelina Robinson Machera</i>
6:30 – 7:00 pm Session 9 Conference Room	<i>“Are you a Global Leader? ”</i> <i>Dr. June Schmieder Ramirez & Dr. Dalia Juarez</i>
7:00 pm	Computer Awards and Buffet Dinner Computer awards to students of Placencia

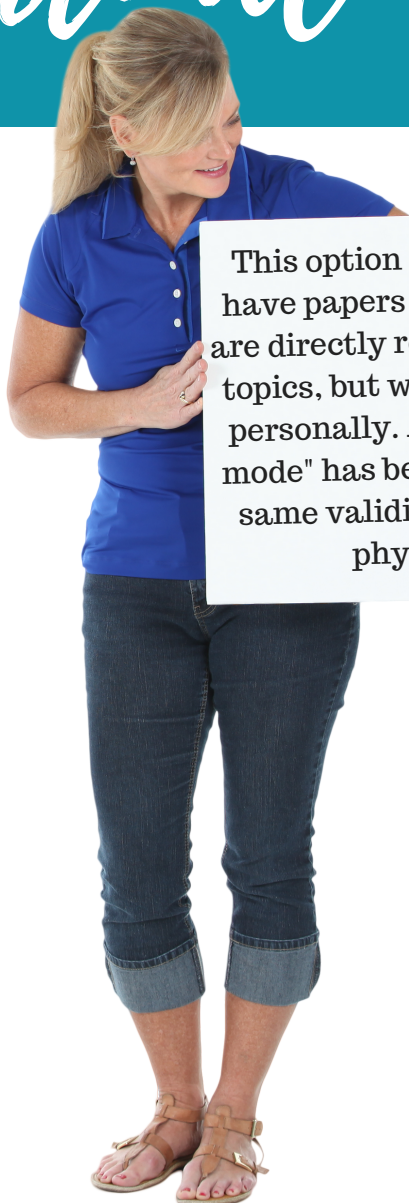
Conference Agenda

Saturday, July 22 – Sunday, July 23

Activities on your own – Monkey River Tours, Silk Cayes, Snorkeling Trip, Mayan Ruins, others (Robert's Grove can help arrange various tours).

**Monday, July 24
Travel back to the USA**

Virtual Presentations



This option is for participants who have papers and presentations that are directly related to the conference topics, but who are unable to attend personally. A virtual "participation mode" has been established with the same validity as for those who are physically present.

Virtual Presenters:

Kat Andrews, Denis Calhoun, Sherry Davis, Silje Deuerlein, Lani Frazier, Jose Garcia, Mickey Harrison, Victoria Iyamba, Hyungchul Joo, Michael Jordan, Zanita Kelly, Seung Bok Lee, Kristina Lux, Farzin Madjidi, Gabriella Miramontes, Ronamae Panganiban, Jessica Plancich-Shinners, Hadji Rajabbeigi, Sunny Sidhu, Elna Taherizadeh, Zohreh Tamindari, Simin Taylor, George Vigil, and Chenye Wang

Menu

JULY 20, 2017 6:00-7:30PM MIXER ON ROBERT'S GROVE PRIVATE PIER

Appetizers and Small Bites

Conch (Shrimp) Fritters

Bacon Wrapped Prawns

Chicken Satay

JULY 21, 2017 12:00-12:30PM LIGHT LUNCH

Pier-Finger Food

Shrimp Kebabs

Cucumber Rounds With Cream Cheese

Pork Mini-Tacos With Guacamole

Bean Empanadas With Onion Sauce

JULY 21, 2017 7:00PM COMPUTER AWARDS DINNER

Habanero's Buffet

Tossed salad, Jicama/Orange Salad

Black Bean Salad

Shrimp, Beef, and Pork Skewers

Mexican Rice and Refried Beans

Enchiladas, Steamed Vegetables, Dessert



NOURISHMENT

Enjoy a Contemporary
Organic and Fresh Cuisine
that is created from a
medley of Creole, Mayan,
Garifuna, Spanish, British,
and Chinese flavors with a
Continental finish.

Presentations



“Enhancing Leadership in the Ecuadorian Military: Conversations on Leadership with Special Forces Personnel” -Dr. Sandra Dennis, Dennis Consulting

The intent of the present study was to identify ways and means that current personnel recommend for learning more about topics to be included in leadership training for military personnel in Ecuador. Empirical data was collected from men in the Anti-terrorism Special Forces and Intelligence Units of the Ecuadorian Army and from the Peacekeeping School which has military personnel from all three arms of the military, army, navy and air force. In addition, action research in the form of an Interview Matrix Activity and World Café were conducted with the Anti-terrorism Special Forces Unit. Research results were identified. Eight recommendations emerged from these findings that may assist the Ecuadorian military in taking steps to implement foundational leadership training.

“Using Massive Open Online Social Learning Structures to Increase Post-secondary Enrollments” -Jennifer Fox Pepperdine University

This session explores a digital cohort academy model designed to increase representation of low socioeconomic status (Title I) students at highly ranked academic institutions. A school within a school model aims to increase connectivity of students through digital cohorts using Massive Open Online Courses (MOOCs) platform. This paper also explores future implications of Massive Open Online Social Learning Structures (MOOSLS) as a nexus between the social and academic aspects of learning. In conclusion, this paper opens the door of future inquiry and sets a path of change and hope to utilize open online learning as a tool to democratize education. Finally, the impact of mobile technologies on the MOOC and MOOSL environments should be investigated.

Presentations

“Ethical Leadership and Social Media: Global Implications of Self-Generated Content”

-Dr. Lonnie Morris and Dr. Damion Bolton,
The Chicago School of Professional
Psychology



The melding of leadership, ethics, and social media forms a captivating platform from which global audiences observe. Social media allows leaders to create, share, and exchange information in a massive, virtual community. The personal nature of social media allows leaders to craft and exhibit highly customized images of themselves. These images can be expanded or refined with deliberate frequency to reflect the leader's authentic or engineered persona. Social media's rich, personal content has captivated leadership scholars across the globe. Researchers have investigated the impact of social media on opinion leadership (Change & Kim, 2011; Hwang, 2015; Park, 2013; Winter & Neubaum, 2016), consumer leadership perceptions (Hwang, 2012) and leader communication (Porter, Anderson, & Nhotsavang, 2015).

Since many conceptualizations of ethical leadership incorporate some level of social interaction and moral responsibility, an inquiry into the ethical social media images of leaders emerges naturally. Researchers have long investigated ethical components of leadership behavior. Bass and Steidlmeier (1999) found leaders recruited and rewarded employees who shared their personal moral standards. Trevino, Hartman, and Brown (2000) looked for character traits, behaviors, and decision-making processes that resulted from the juxtaposition of leaders being both a moral person and moral manager.

With the understanding that personal ethics and personal behavior are critical in leadership (Ciulla, 2005), this study sought to explore how ethical leadership manifests in the personal social media behavior of select entrepreneurs. Leaders who are also entrepreneurs face constant scrutiny. They are revered for rejecting the status quo just as they are questioned for their willingness to do whatever it takes to achieve success. They are branded as leaders who operate in the absence of rules (Brenkert, 2009). Research has even shown some entrepreneurs more likely to condone ethically questionable behavior (Fisscher, Frenkel, Lurie & Nijhof, 2005).

For this study ethical leadership is defined as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such to followers through two-way communication, reinforcement, and decision-making” (Brown, Trevino & Harrison, 2005, p. 120). Additionally, this study used ethical leadership behaviors described by Kalshoven, Den Hartog and De Hoogh (2011) who adopted the Brown et al.'s (2005) definition as a foundation for operationalizing seven distinct ethical leadership behaviors - fairness, power sharing, role clarification, people orientation, ethical guidance, environment orientation, and integrity.

Directed content analysis was used to explore how ethical leadership manifests through entrepreneur social media behavior. Purposive sampling was used to identify 20 education entrepreneurs with personal Twitter profiles (separate from the company/organization) who were currently working for the business and in operation for five years or less. The Twitter content of those entrepreneurs was collected for a seven-month period (January 1st to July 31st). Findings suggest the social media behavior of these select entrepreneurs reflect multiple components of Kalshoven et al.'s (2011) seven ethical leadership behaviors. Additionally, their social media behaviors suggest themes of authenticity (self-awareness across an elaborate personal identity continuum) and paradoxical co-existence (duality of demonstrating normatively appropriate behavior and creative genius). The global implications for ethical leadership and social media behavior are discussed in light of these themes.

Presentations

“The Application of CEFR Based Tasks in English as a Foreign Language Contexts” -Dr. Yasuo Nakatani, PhD. Hosei University

The Common European Framework of Reference for Languages (CEFR) has been used for the instruction and assessment of foreign languages in many countries. It is regarded as the useful guideline to describe achievements of learners of foreign languages across Europe (CEFR: LTS, 2001). As the Reference Levels of the CEFR was developed by focusing on European languages, it seems to be difficult for Japanese teachers to introduce the CEFR tasks. Therefore, the applicability of CEFR-J (Japan) which is the modified version for Japanese EFL (English as a foreign language) learners has been explored (e.g. Koike et al., 2008; Negishi, 2006). In particular, it is claimed that we need to develop the precise descriptions and tasks aiming at the Proficient User Levels such as C1: Effective Operational Proficiency and C2: Mastery who need higher skills for the target language (TL) interaction such as business contexts. For example, in order to send clear messages in business documents, the necessity of communication strategies (CSs) has been pointed out (e.g. Cohen, 1998; Nakatani and Goh, 2007). However, little research has investigated to identify the specific features of business letters by discourse analysis methods. The aim of this study is to explore the usage of CSs for C1 and C2 levels of the CEFR though examining actual business letters written by business experts.

The current paper investigates how business letters could enhance the readability of texts. In order to examine the reader-friendly issue, the study introduced discourse analysis focusing on cohesion and coherence, which has been introduced in the research field of academic writing. Samples used were 50 business letters sent to consumers in England. The authentic discourse data were analyzed both quantitatively and qualitatively. The results indicated that the authors tended to begin sentences with old information called Topic and end the sentences with new information called Focus. This strategy enabled the writers to develop the cohesion of sentences. By relating the Topic of each sentence to either the Focus of the previous sentence or the main idea of the paragraph, the coherence of the discourse could be improved. When these rules are violated, specific strategies such as metadiscourse were used to manage how readers follow and understand an author's intention. By introducing these results, the author proposes new writing tasks for EFL students who have less experience in business letter writing.

“The Benefits of Studying Abroad: A Focus on the Students from the country of Belize” -Shimeka Bruton PhD Cohort, Pepperdine University

In today's global economy, students all over the world benefit greatly from study abroad opportunities. Typically, students in pursuit of a Masters or Bachelor's in Business Administration generally earn a business degree that focuses on the business practices utilized in the country where they are taking their course work. Courses taken abroad, give business students the opportunity to learn global business practices that can make them highly competitive in their careers. Students, who study abroad, experience the tremendous benefit of immersing themselves in the culture of another country, establishing professional networks and possibly learning a new language. The purpose of this presentation is to discuss the need and the advantages for Belizean business students to study abroad during the pursuit of their advanced business degrees. This presentation will also discuss several ways how students, specifically Belizean students could benefit from studying abroad. Benefits discussed include, creative thinking, gaining independence, career development, experiencing a new culture, learning a new language, making new friends, and traveling the world while writing.

“Evaluating Cultural Competence among Undergraduate Healthcare Administration Students” -Dr. Carrie Pullen

The National Institutes of Health and Centers for Medicare and Medicaid Services mandate cultural competence training for healthcare workers in order to combat health disparities. Educational institutions are also emphasizing learning in the area of cultural competence to ensure that students reach the workplace equipped with the skills they need to navigate differences. Additionally, as educators today we understand that Diversity and Cultural Competence are discreet concepts. California State University at Northridge (CSUN) would be considered a diverse educational institution by most standards, yet the level of Cultural Competence among the students and staff is largely unknown. Research tells us that mere exposure to individuals of other cultures does not result in improved attitudes or abilities related to ensuring equal access to workforce contributions or to quality healthcare services to all. (continued...)

Presentations

(Continued from the previous page) It is unnerving then to note that many Healthcare Administration degree granting institutions have failed to date to include cultural competence assessment and training in their education programs. Faculty in the Healthcare Administration program at CSUN, however, understand this important component of ensuring that students are ready for the workforce, and have been making concerted efforts to introduce cultural competence training into the curriculum. Those efforts however have lacked a comprehensive assessment of effectiveness. Therefore, we are proposing a study aimed at utilizing a pre-existing validated tool called the Intercultural Development Inventory (IDI) in order to provide a cultural competence training and assessment module to students in the Healthcare Administration program.

The IDI evaluates each participant to establish where they fall on a cultural competence development continuum. The continuum begins at one end with denial and polarization, moves through minimization, and culminates with acceptance and adaptation. The researcher has been certified to test students and to conduct the debriefings and training that follows. The testing and debrief process can help students to understand the importance of cultural competence, to see where they fall on the scale and to create a plan to move themselves up the continuum.

The design for this proposed study will be presented at the International Center for Global Leadership conference in July of 2017 in order to expose the design to experts in the field of Cultural Competence and subject it to peer review. The study then is planned to launch in the fall of 2017. The basic planned parameters of the study are as follows.

We are proposing to provide the IDI to approximately half of the Healthcare Administration Program students entering in 2017/2018 by including it in two sections of HSCI 313 (one of the entry level courses of the program.) The IDI assessment/training consists of an online questionnaire, a personalized result package as well as a personalized plan for improving individual competence going forward. The facilitator of the IDI organizes the implementation of the assessment and training which consists of administering the test, providing a group debrief and then an additional individual training session based upon individual results. In addition, a group results summary is provided to the facilitator. The assessment is then planned to again be conducted during the internship course of the program, in order to measure individual cultural competence levels at the conclusion of the program in order to ascertain whether or not measurable growth existed that might be related to the educational interventions. The researcher has applied for grants to fund the design and implementation of this study. Finally, this study is anticipated to serve as a pilot program, to identify whether this assessment and training module would be beneficial to other students in the department, college and university.

“Accelerating in Higher Education”

-Dr. Amanda Wickramasinghe

Accelerating in Education is one of the key components of building the future. However, there are challenges that arise from the inconsistent expectations of what can be done within the classroom setting. Ultimately, program management and professors should align to specific learning objectives. By doing this it will lift the value and impact of higher education.

Proper curriculum and instruction hours are necessary to improve any classroom structure. The flexibility of education should allow students to continue their expansion of their knowledge outside of the classroom. They should have additional opportunities to collaborate with their peers, and complete assignments with other companies. All educational objectives should be included in the initial assessment for educators. The core foundations of education should be evaluated within the higher education context. This journal will evaluate the importance of educational consultants working together with teachers, administrators, and staff to assist in developing a strong educational system. A change management track should be placed in order to monitor the success of students and organizations. Educational consultants should be allowed to work simultaneously with faculty, administrators, and higher educational personnel should strive to build a strong educational system.

Presentations

“Storytelling: Connecting Students and Educators with an Ancient Tradition”

-Joelina Robinson Machera, Sonya Shafifard, Drs. Lani Frazier, Dr. Farzin Madjidi, Gabriella Miramontes and Calvin Bonds, Pepperdine University

Storytelling is an ancient art form dating back to the earliest discoveries of communication (van Gils, 2005). This paper explores how storytelling promotes courageous conversations between the teller and the receiver that encourage the expression of identity and voice of authentic self, especially in the K-12 education industry (Machera, 2016; Machera & Fraizer, 2017). Education depends on narration to pass information from teacher to student (Kuyvenhoven, 2009). The narratives between the listener and the audience are as important as the story itself (Benjamin, 2006). Literature suggests that it has not changed drastically since its origin (Denning, 2005), it is still as relevant today as it was in ancient times. Literature findings suggest that storytelling can change history and culture in the most powerful and personal ways (Gottschall, 2012). Searching for a personal truth, path and passion can unveil the most powerful of life lessons (Machera, 2016). Storytelling is what truly changes a person, a nation, people, and mold ethics and our beliefs (Gottschall, 2012). With more research and more investigation in the role of digital technologies, storytelling could be a vehicle used by educators to give voice to the search of our authentic self.

“Are you a Global Leader?”

Dr. June Schmieder Ramirez and Dr. Dalia Juarez
Pepperdine University

There have been many traditional definitions of leadership. Typically they fall into: 1) The trait approach in which the leader is characterized as having strong self-confidence, ability to influence other behavior and other characteristics 2) The behavior approach focuses upon the actual behavior rather than internal traits of a potential leader. This approach began in the 1950s and scholars such as Bass (1990) and Yukl (2006). 3) The decades of the 1960s and 1970s looked at how the environment influenced Leadership. (We use the book SPELIT (Schmieder, Mallette, 2007) to help determine the environment. 4) Power-Influence and integrative approaches then gathered interest.

But if you are in the business of teaching leadership, you should be in the business of knowing about global leadership. We can define global leadership as: “...increased connectedness, boundary spanning, complexity, ethical challenges, dealing with tensions and paradoxes, pattern recognition, and building learning environments, teams, and community and leading large-scale change efforts—across diverse cultures.” (Osland and Bird, 2006)

We will present the results of 30 doctoral students’ scores on an assessment that measures global leadership. Six levels of leadership are presented, from Level 1 which is a preference for one’s own culture, to Level 6 which is the highest level of Global Leadership. Kendall Hunt Publishing has put forward the Global Leadership Module II which measures this degree of sophisticated leadership while those who seek to increase their score take Module I and Module III.



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See you next year!



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