



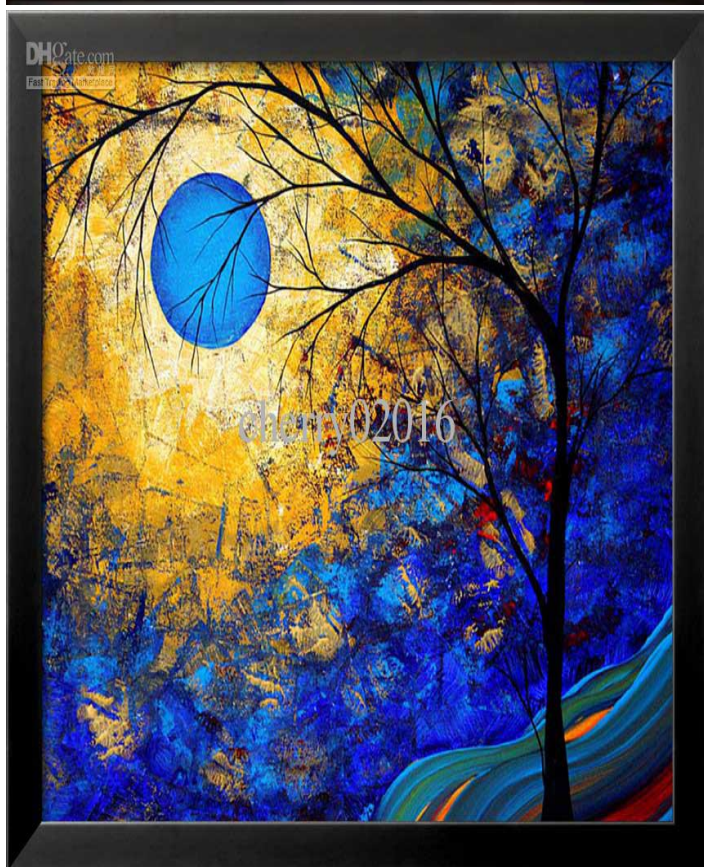
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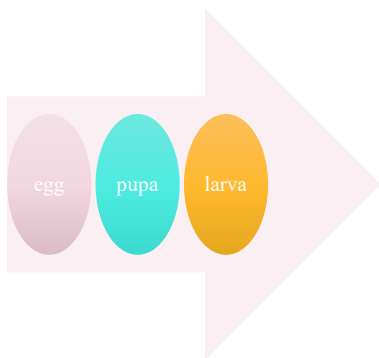
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Challenges and Strategies of Virtual Team Leaders: A Global Overview

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Abstract

Leaders across industries at organizations of all sizes have been pushed to work and lead teams virtually from anywhere in completely new ways, challenging the status quo and ways society has worked in the past. Understanding the leadership approach to Global Virtual Teams (GVTs) and how leaders engage team members is explored, through the various challenges and strategies associated with effective team

leadership. A global lens was applied given that interviews were conducted with leaders in Brazil and the United States for a perspective from both developing and developed countries. Interviewee insights explore successful virtual work from anywhere tactics via relationship management, communication, and technology platforms, how to inspire team members to continue contributing meaningfully to organizations across digital boundaries, and effective strategies related to creating an environment for positive team member experiences. Further, the interviews were analyzed through the lens of how the principles and practices of management, organizational culture and professional-related concerns are impacted as a result of work dynamics with being in a virtual environment. Leaders of GVTs are encouraged to apply these strategies in order to foster team member engagement and motivation.

Keywords: virtual teams, leadership, management, pandemic, global leadership

Challenges and Strategies of Virtual Team Leaders: A Global Overview

Globalization, international trade, and technology allowed the creation of Virtual Teams (VT) or Global Virtual Teams (GVT) formed by people geographically dispersed, with distinct cultures and time zones, but who work together for a company using technological resources (Townsend et al., 1998). The formation of VTs challenged the leaders to develop new competencies. Additionally, a new context for companies emerged globally with the pandemic of COVID-19. In this new context, the digital transformation was accelerated, and working from home became the new normal.

A recent survey conducted by Salesforce (2020) with 20,000 workers around the globe revealed that 42% of the workforce want to continue to work remotely after the pandemic. In Brazil, 57% of workers want to continue working from home after the pandemic (Salesforce, 2020; Sena, 2020) and in the

United States, this index is 54%. Additionally, a Gallup (2020) report showed that the number of employees working remotely in the United States increased from 31% in March 2020 to 65% in May 2020, accounting for 100 million workers. Those facts suggest that, despite the burdens of the pandemic, the workers perceive advantages in virtual work. This new context forced leaders to learn how to engage team members and lead more effectively in virtual environments.

The purpose of this study is to assess the leader's perception of challenges and strategies to engage people in a virtual team. The researchers aimed to answer two fundamental questions: (a) what are the challenges of GVT leadership? and (b) what are the recommended top ways to engage GVT members? A global perspective was taken by comparing leaders in a developing country, Brazil, and a developed country, the United States. This country selection is relevant because, in the American continent, they show the

highest total gross domestic profit and are the most populated countries (The World Bank, 2019).

Literature Review

The emergence of collaborative software platforms, the internet, and community support structures has provided new ways for organizations to shape GVTs to collaborate on dynamic virtual ventures and remain competitive (Zakaria, 2017). Over the past decade, this encroachment of information and communication technologies has brought a new layer to management and given rise to a new line of research. This literature review examines the best practices of GVT leadership and recommends top ways to engage GVT members. While GVTs provide strong versatility and other possible advantages, they often generate a range of challenges (Zain et al., 2018). Virtual teams face difficulties including trust, coordination, schedules, and team cohesion (Alfehaid & Mohamed, 2019). Ford et al. (2017) states that there are five significant drawbacks to a virtual team: loss of face-to-face synergies, lack of physical contact, tremendous respect for predictability and lack of

confidence, lack of social interaction and stability. Mehtab et al. (2017) listed a variety of difficulties that exist in virtual teams including: software glitches, connectivity mishaps, fragmented confrontation, inadequate job procedures, and support structure problems. Hacker et al. (2019) also addresses the drawbacks of virtual teams: loss of member appreciation, the celebration of team milestones, lack of group exposure, technological constraints, and confidence.

In order to address the challenges imposed on the management of GVTs, it is necessary to apply a set of best practices that promote the construction of effective teams, so that they present greater productivity than traditional teams. Such practices can be: (a) awareness of the organizational culture when making critical leadership decisions; (b) building self-awareness among team members about healthy relationships and deliveries; (c) training the team to acquire intercultural work competence; (d) training on appropriate communication, relationship building and conflict resolution; (e) mentoring and coaching

practices; (f) creation of a collaborative behavior model, with a shared mental model and a strong sense of community; (g) balance by the leader of the activities and relationships team; (h) some team members must know each other; (i) roles must be well defined among team members and oriented towards deliveries; (j) face-to-face virtual communication should be privileged; (h) there must be shared leadership on technical matters; and (i) a relationship of trust must be created (Liao, 2017; Maes & Weldy, 2018).

Zain et al. (2018) have identified similar findings to Liao (2017) and Maes and Weldy (2018) for an essential structure for best leadership strategies in GVTs but with a few variants. The system is provisional and comprises eight fundamental concepts of soft skills, bond leadership, and coordination in a synergetic equilibrium (Zain et al., 2018). The values are vision, dignity, communication, teamwork, innovation, target direction, empowerment, and team building. Recognizing and utilizing the right abilities within a team to accomplish corporate performance

needs a stronger focus on soft leadership skills (Zain et al., 2018). Using the many best practices overviewed so far, they can be separated into the beginning and ending stage of the team's time together to represent the lifecycle of GVT engagement.

Best practices for the beginning stages of a virtual team include team building, leadership style testing, and the development of clear roles within the team. Team building helps to solidify the culture of the team (Ramserran & Haddud, 2018). Implementing ample opportunities for team members to get to know each other and the team leader on the individual, interpersonal, and collective levels cultivate cohesion and builds the foundation for trust within the team. Ramserran and Haddud (2018) recommend testing out both transactional and transformational leadership styles with your team to determine which style is best suited for the team. Transactional leadership acts as an exchange between the leader and the follower whereas Transformational leadership delivers results as an interdependent, joint effort. As the team and circumstances change, it is necessary to continue to

test out the best method for leading the team. Lastly, the development and communication of clear roles and responsibilities to the team members is paramount to virtual team operations (Berry, 2011). These roles must be clearly communicated to the individual who owns the role and to the entire team. Selection for the roles should be based on clear reasoning that is explicit from the beginning of role formation (Berry, 2011).

Clear communication is a best practice that is important for the stages after the team is formed. In order to maintain the culture built through the beginning stages, communication expectations should be clear to the team. Leaders that give timely positive feedback and feedback on opportunities for growth help to strengthen the culture of the team (Ramserran & Haddud, 2018; Harvard Business Review, 2010). Just as important, is the prompt resolution of miscommunication and conflict in virtual teams (Berry, 2011). Because online communication is different from face-to-face communication, additional training on project management in a virtual capacity will help to equip leaders to face the nuanced

challenges of virtual communication. For instance, one of the key differences between in-person and virtual communication is that virtual communication is always open. It does not have the same boundaries of time that in-person communication has (Ramserran & Haddud, 2018). Therefore, the careful selection of what is communicated and through what medium is a key best practice for leaders of virtual teams. This last stage also necessitates the clear and continued communication of deliverables tied to each role that will mark the completion of that role (Harvard Business Review, 2010). The marking of milestones and each role and clarity around the medium and methods for the deliverable need to be in place at this point.

Virtual teams introduce new situations, and administrators and corporate representatives must recognize the qualities required for virtual teams' leaders. Yahaya and Ebrahim (2016) observed that the leader's interpersonal contribution is related to human characteristics. Members with more appropriate expertise, sufficient time, and aligned motivations

provide a more substantial contribution to organizations. At the corporate stage, leaders are increasingly dedicated to serving in diverse organizations, running more independently in teams, distributing tasks more evenly, and devoting shorter time to meetings (Yahaya & Ebrahim, 2016).

Many of the recognized difficulties of successful virtual teamwork are based on maintaining explicit coordination with all the remote team members (Hacker et al., 2019). Thus, there are recommended ways to engage GVT members. For example, Castellano et al. (2017) noticed that frequent and timely input on communication was crucial to building confidence and engagement in the teams. The study by Anoye and Kouamé (2018) suggests that dimensional social variables should be considered early in the virtual team building phase and are crucial to the team's success. Contact is a mechanism that specifically impacts the team's relational facets, and, in addition, the team's success has a positive effect on the happiness of the simulated team. For teams transitioning from co-location to simulated worlds, the

opportunity to evolve and adjust may be a lengthy phase of trial and error scenarios. This phase is seen as necessary for the promotion of successful virtual teams (Agbi, 2018). Despite poor relations between virtual team members, lateral communication can be adequate for successful virtual team results. In terms of execution, lateral coordination in both the virtual sense and the composition departments can be improved by reducing the organizational framework of the team (i.e., a flatter reporting structure and decentralization) and the usage of computer-based communication methods that GVT participants in Brazil and America need to participate in, despite virtual links in Brazil as the developing country.

Understanding the attributes of virtual team members will help leaders realize what attitude, ability, and keywords to leverage in terms of top ways to engage GVT members, while building virtual teams (Tate et al., 2019). Freeman (2017) describes that each team has characteristics unique to the team's structure. The cultural and workflow complexities of virtual teams and mixed teams are driving the need to function

differently. It is worth noting that simulated teams are also set up to solve spatial or temporal separations (Maduka et al., 2018). GVTs operate through time and distance, leveraging new computer-driven technology. They are made up of participants based in more than one physical venue. This team trait has promoted the widespread use of numerous computer-based communication forms that enable geographically distributed participants to organize their activities and inputs (Ford et al., 2017). From Zakaria's (2017) point of view, virtual teams are communities of people that participate in the implementation of a single project while physically, and sometimes temporarily dispersed, likely without their parent organization. Castellano et al. (2017) have identified virtual teams or groups of people that work together, but they are sometimes scattered through space, time, and organizational boundaries.

Moreover, contact is a difficulty for simulated teams. Problems involve the absence of non-verbal signals, the failure to take advantage of incidental learning and meeting (i.e. informal conversation in the

mailroom), the complexity in natural written contact, and the lack of commitment to socio-emotional concerns. Communication infrastructure issues make it more challenging for executives to handle interactive teams. Since these innovations will quickly catch up and cut off ties between participants, they decrease efficiency. The state-of-the-art communications technologies will improve teams' capacity to function together but cannot be a replacement for team development. In this scenario, the leader will perform a vital position. The leader can facilitate the coordination tools between members in total calmness. Often participants themselves can be an issue with the communication method. For example, exchanging knowledge is one of the core elements of every team. However, some members refuse to share knowledge and information among the team. In this situation, the team leader would rely on participants to work together to build a sense of unity and agreement.

An increased focus has been placed on research that surrounds global virtual teams because of best practices of GVT leadership. While research shows

that some factors in developing countries such as Brazil and the factors in developed countries such as the United States are correlated, research also shows an interrelation. Additionally, the engagement recommendations apply to both countries' GVT members.

Methodological Approach

The researchers applied a qualitative method for this study, using a phenomenological and descriptive approach (Creswell, 2014). They sought to understand how leaders of Virtual Teams perceive the challenges and strategies of leading remotely. Then, they built a narrative founded on the subjects' responses, as suggested by Danzig and Harris (1996). The findings of this research convey the unique perspectives of selected leaders from two different countries.

The data was collected through online interviews following the social distancing policies put in place by the Center for Disease Control in the

United States and by the government of Brazil due to the COVID-19 pandemic. This online approach also allowed researchers to access the leaders more effectively and faster. For this research, a study unit is a leader from a profit or non-profit business organization in the United States or Brazil who leads a VT of at least three members and has at least one year of experience with virtual teams. The researchers interviewed 14 subjects, seven from Brazil and seven from the United States. This sample size meets the minimum number recommended by Creswell (2014) for a qualitative study.

The current study was approved by Pepperdine University IRB, under the ID 21-01-1514, in March 2021. Although this study offered minimal risks to the participants, the researchers have carefully followed all requirements to protect human subjects and mitigate any possible risk during the participants' selection, interviews, recordings, translations, data treatment, and storage. The subjects were selected from a publicly available professional platform using purposive

sampling. The researchers used the LinkedIn engine first to choose and invite leaders who met the level of experience required. Then, they conducted recorded interviews via Zoom. During the interviews, the subjects were asked 12 pre-set open questions stated in the Appendix. Upon completion of the interviews, they were transcribed using Trint Software and coded using the procedures outlined by Creswell (2014).

Data Analysis

The data analysis confirmed and built on pre-existing literature findings of challenges and strategies to engage team members in virtual teams. To understand the challenges, the participants were asked about the unique and cultural challenges they face while leading virtual teams. The answers are summarized in Table 1, and the data revealed that the most frequent themes representing the challenges are: (a) *geographical location*, which was pointed out by 77% of the participants, and describes elements of virtual team logistics like time zones, issues surrounding culture, and language, (b) *relationship*

was mentioned by 69% and includes the leaders' personal touch, ability to build trust, motivate team members, and level of maturity of the members, (c) *technology* which was mentioned by 46% of interviewees and describes challenges with Zoom, meeting fatigue, and level of comfort using technology. Interestingly, *technology* is a challenge more frequent among Brazilians' responses (57%) than America's (33%). Other less cited challenges relate to issues involving team *collaboration* (38%), communication (38%), and operations management (31%). Another curious difference between the countries is that collaboration appeared more frequent for Americans (50%) than for Brazilians (28%).

Table 1

Leadership Challenges to Lead Virtual Teams

<i>Themes</i>	Unique Interviewees
Geographical Location	77%
Relationship	69%
Technology	46%
Collaboration	38%
Communication	38%
Operations Management	31%

Note. Elaborated by the authors from the interview data (2021).

Additionally, the subjects were asked about the disadvantages of leading virtual teams compared to traditional teams. The responses are summarized in Table 2. The themes *collaboration* (46%), *relationship* (46%), and clear *communication* (38%) appear as challenges and disadvantages. This overlap was an expected outcome because those disadvantages tend to become challenges for leaders in virtual environments. Other disadvantages include *team cohesion* (31%), which relates to the teams' ability to work well together, and *process management* (15%), which involves navigating daily tasks.

Table 2

Disadvantages of Leading Virtual Team

<i>Themes</i>	<i>Unique Interviewees</i>
Collaboration	46%
Relationship	46%
Clear Communication	38%
Team cohesion	31%
Process management	15%

Note. Elaborated by the authors from the interview data (2021).

The leaders were also asked about the areas of growth they focus on to address the challenges and disadvantages. The answers are summarized in Table 3, and the data revealed that the most frequent actions leaders take to grow and overcome challenges are: (a) *strengthen personal bonds* (54%), which refers to actions such as mentorship, one-on-one coaching, and building trust; (b) *people management* (31%), which describes strategies to develop team members such as training, delegation, and opportunities to learn; (c) *process management* (31%), which involves best practices for scheduling, organization, and meeting cadences; and (d) *improve communication* (23%), which integrates strategies such as leveraging technologies to improve and streamline internal communications. Other less cited actions that are nevertheless necessary are: *leveraging technologies*, *building empathy*, *strengthening team bonds*, and *increasing collaboration*.

Table 3

Areas of Growth to Overcome Challenges and Disadvantages

<i>Themes</i>	Unique Interviewees
Strengthen personal bonds	54%
People management	31%
Process management	31%
Improve communication	23%
Build empathy	15%
Leveraging technology	15%
Strengthen team bonds	15%
Increase collaboration	8%

Note. Elaborated by the authors from the interview data (2021).

Finally, the participants were asked about their strategies to engage virtual team members and whether those strategies were unique to virtual teams. The answers are summarized in Table 4, and the data revealed that the most frequent strategies leaders use are: (a) *create growth opportunities* (50%), which includes training, mentoring, and ensuring clarity around specific roles; (b) *creative collaboration* (50%),

which involves actions that have arisen during the Pandemic such as virtual events, virtual whiteboard, and virtual icebreakers; and (c) *emotional awareness* (36%), which consists of strategies the leader apply to keep their teams engaged by celebrating, rewarding, acknowledging overwhelming tasks, and prevention of burnout. Other less cited strategies are the *use of technologies, personal touch, and people management*. Many of the leaders do not believe those strategies are exclusive to virtual teams. However, they believe that the importance of those strategies increases with the distance of the teams' members.

Figure 4

Strategies to Engage Virtual Team Members

<i>Themes</i>	<i>Unique Interviewees</i>
Create growth opportunities	50%
Creative collaboration	50%
Emotional awareness	36%
Personal touch	21%
Use of technology	21%
People management	7%

Note. Elaborated by the authors from the interview data (2021).

There are interesting differences between Brazilian and American leaders. For instance, *creating growth opportunities* as a strategy to engage team members appeared in 100% of Brazilian leader interviews, but did not appear in any American leader interviews. *Emotional awareness* is also more frequent for Brazilians, 43% versus 29%. On the other hand, *creative collaboration* is a strategy more frequently used by Americans, 71% versus 43%. Those facts seem to reflect the cultural and behavioral particularities of each country.

Findings

Challenges

Overall, many of the themes found in the research validate the findings mentioned in the literature review such as the finding that leading virtual teams has unique challenges (Zain et al., 2018). The themes that came out of this research that build on the

existing literature for challenges are process management and people management. Process management includes the management of systems such as scheduling, organizing, and creating meeting cadences. This is supported by Alfahaid & Mohamed (2019) who also cited scheduling as a challenge to virtual teams however additions from this research are organizing and creating meeting cadences.

Interviewees explained that scheduling and developing meeting times can be challenging to create given the different time zones and varying team member needs.

Process management was mentioned by 31% of interviewees as an area that they are working to develop as a GVT leader.

Interviewees mentioned team member development, training, delegation, and creating opportunities to learn as challenges to people management. This builds on the findings from Mehtab et al. (2017) that found issues such as social interaction and inadequate face to face interaction are challenges to virtual teams. This challenge is also supported by Tate et al. (2019) and Freeman (2017) who discuss understanding the different attitudes and characteristics

of team members, something that can be challenging to ascertain in a virtual environment.

Strategies

Findings that build on existing literature for strategies include creating growth opportunities and finding creative ways to facilitate participation. For example, Hacker et al. found that compared to in-person teams, virtual teams have a limited ability to celebrate team achievements and often found a decreased ability to show member appreciation (2019). Some examples interviewees mentioned for creating opportunities for growth include training, mentoring, and ensuring clarity around specific roles. This aligns with research by Berry (2011) and Harvard Business Review (2010) that found that communicating roles and responsibilities clearly is key to leading a successful virtual team. Given the challenges with people management, GVT leaders are using growth opportunities to keep their team members engaged in their work and in their company.

Additionally, interviewees are finding creative ways to engage their team remotely through

opportunities for collaboration such as virtual special events, virtual whiteboard, and virtual ice breakers. These methods of engagement are like the concepts presented in the research of Ford et al. (2017) regarding computer-driven technology that bridges communication gaps within geographically separated teams. Interviewees noted that these opportunities to connect can help the team members to get to know each other and to feel connected to one another without being present in the same geographical location. These findings form possible solutions to the study by Hacker et al. (2019) that cited challenges related to disconnection and communication. Creative collaboration strategies also build on the research by Castellano et al. that found that recurring communication inputs results in increased engagement and increased confidence in teams (2017).

Unexpected Findings

Ultimately, several studies suggest that leading and managing GVTs in Brazil is exacerbated relative to leading and managing GVT in America because of Brazil's various societies, languages, and corporate

practices linked to hierarchy and power. Cultural particularities regarding relationships might influence that difference. For example, some studies show that Brazilians tend to build more open relationships than Americans. A study by O'Keefe and O'Keefe (2004) used Hofstede's Dimensions of Cultural Values to compare the business culture of the US to Brazil. This research found that Brazil tended to have a greater focus on the collective group or culture compared to the US that had a higher focus on the individual (O'Keefe & O'Keefe, 2004). This is interesting because this research found that collaboration issues are more common in America than in Brazil. This is consistent with the findings by O'Keefe and O'Keefe that found that Brazil had a pre-existing collaborative culture. Additionally, the interview data suggests that technology problems are more common in Brazil than in the US. These findings are important to explore because they speak to the need for GVT leaders to be able to understand the cultural differences of their team members so that they know how to help them succeed individually and as a team.

Conclusion

One of the key takeaways of this research is that leaders need to learn how to navigate a remote, global workplace that often requires different leadership actions than in-person leadership. The findings of this study can support the creation of training that will help to equip GVT leaders with the information that they need to successfully lead their teams, and to anticipate the unique needs of a team that is both remote and global. Tate et al. (2019) and Freeman (2017) both echo the need to understand the unique needs of your team members in order to successfully engage virtual teams. Additionally, this research can contribute to training on cultural intelligence because although cultural intelligence training teaches about functioning in different cultures, this research offers a unique perspective on GVTs that are remote.

Limitations

This study presents a few limitations. First, there is a lack of discussion on the advantages of GVTs. Discussion on the advantages of GVTs could

bring balance to the heavy focus on the disadvantages and challenges faced by leaders. For example, Ramserran & Haddud (2018) discuss that communication in virtual teams does not have the same boundaries as in-person communication because the communication can happen at any time of the day through technology. Second, this study only interviews the leaders of teams rather than including the perspectives of the followers. It is important to have multiple perspectives to fully understand the experience of GVTs especially in a qualitative study that seeks to understand GVTs through lived experience. Third, although the research found differences in the ways leaders from the US and Brazil approach engagement, there may be workplace differences that have not been considered that could provide insight into the use of these engagement strategies. Furthermore, the results found in the study may be impacted by the COVID-19 pandemic. A study conducted at a different time may have differing findings from this research. Lastly, there may be differences depending on the leaders industry. For instance, leading a GVT in agriculture may have

different strategies and challenges compared to the technology industry.

Future Studies

Opportunities for future studies fall into three categories including cultural variations, industry variations, and people focused variations of the study. Cultural variations of this study include conducting this research using different countries in order to better understand cross-cultural differences. Industry variations include researching different sized organizations and organizations that focus on different market sectors. Lastly, people focused variations of this study include research on specific leadership styles, the perspectives of followers, and identifying which needs are the most pressing among all the varying needs of GVT leaders. For example, Ramserran and Haddud (2018) discuss the importance of understanding which leadership style will best fit the needs of your team. This research can be expanded to apply to GVTs as well.

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Appendix

Interview Questions

The interviewees were asked twelve questions:

- (1) Explain your experience with global virtual teams.
- (2) What is the size of the virtual team you are currently leading?
- (3) How many different nationalities are on your team?
- (4) What are your characteristics, strengths, and weaknesses as a leader of global virtual teams?
- (5) What are the unique challenges you face in leading virtual teams?
- (6) What are the unique cultural challenges you face in leading virtual teams?
- (7) What are the areas of growth that you will focus on as a leader facing these challenges?
- (8) In your opinion, what are the disadvantages of leading global virtual teams?
- (9) how do you overcome those challenges?
- (10) In your opinion, what are the best practices in leading global virtual teams?

(11) What are the strategies you use to engage your global virtual team members?

(12) Are those strategies unique to Virtual Teams?
Why?

**2021 Virtual International Center for Global
Leadership Conference: A Purposeful Future
Paper Presented by Dr. Natasha Anne Brown and
Dr. H. Eric Schockman
June 26, 2021**

**A Vision for Future of Global Leadership
Grounded in Hope through Strong Communication
and the Applied Principles of Change Management:
The Case of Belize**

Abstract:

The global COVID-19 pandemic has wreaked havoc on political and financial systems, threatened the wellbeing of communities and nations, and taken the lives of millions of individuals. As we begin to look to the future of our world in the aftermath of the pandemic, questions arise about global leadership. The authors conducted a quantitative research study during the height of the pandemic, exploring citizen perspectives on what kinds of leadership will be needed in the post-pandemic world. The findings suggest that communication will be a critical element

for global leadership in the future. Strong communication and applied principles of change management are the foundation of a vision for hope and optimism for Belize.

Keywords: post-pandemic leadership, COVID-19, global pandemic, Lewin's change model, ADKAR, change management, leadership communication, Belize

In 2021, no global strategy or vision could be designed without recognizing the COVID-19 global health crisis and analyzing its devastating and far-reaching implications. The international pandemic has wreaked havoc on political and financial systems, threatened the wellbeing of communities and nations, and taken the lives of millions of individuals. As we collectively begin to look to the future of our world in the aftermath of the pandemic, questions arise about global leadership. What kind of leadership will be most needed in the post-pandemic world?

The authors conducted a quantitative research study during the height of the pandemic, exploring citizen perspectives on the topic. This paper presents findings on the research with a particular lens on implications for Belize. Most critically, the findings suggest that communication will be an essential element for global leadership in the future. Strong communication and applied principles of change management are the foundation of a vision for hope and optimism for Belize. In addition, key principles of change management are explored against the backdrop of post-pandemic leadership and through the lens of

Belize for application and relevance. By examining several highly regarded models for understanding and supporting change, communication emerges as a central theme, thereby further validating assertions from the research.

Presented first is a general introduction to the impact of the global pandemic and implications on global leadership for context setting. Next, details of a research project conducted in 2020 are shared with an exploration of methods and approaches as well as a discussion on findings. Most critically, a third section will explore the application of the research to the country of Belize. A key emerging theme is the importance of solid communication in helping leaders navigate post-pandemic scenarios. Lastly, the connection between communication and change management is examined with inclusion of and reference to four leading change management models.

Overall, the intent is to thread connection points between the pandemic global leadership, Belize, communication, and change management. There is evidence to suggest that, particularly in the case of

Belize, a strong emphasis on communications will be essential for leaders navigating the change to the post-pandemic world. We further hypothesize that our finding would be applicable as well to the surrounding Caribbean nations.

Post-Pandemic Global Leadership

In the fall of 2020, at the height of the global COVID-19 pandemic, the authors conducted a broad survey on citizen perspectives on post-pandemic leadership. The research design was a quantitative methodology with an online survey administered through Amazon Mechanical Turks (MTurks). All adults aged 18 or over were welcomed to complete the survey with an invitation posted on the Amazon MTurks website. Pepperdine's Institutional Review Board cleared the study for research in human subjects. All Belmont Principles and ethical standards of research were strictly adhered to in the process. The survey was designed around the Multifactor Leadership Questionnaire, using the index as the source of leadership factors, or traits, for consideration in a comparative view of importance pre- and post-

pandemic (Bass, 1995; Xirasagar et al., 2005). Response to the survey was swift and voluminous, with over 1200 responses collected within a few days of posting. The authors interpreted that there was a strong interest in sharing opinions on post-pandemic global leadership based on the speed and intensity of response.

The research question posed was around understanding what kind of global leadership will be most needed after the pandemic. The survey asked participants to identify, for each of the Multifactor Leadership Questionnaire traits, which would be more important, less important, or of the same importance in a post-pandemic world than the pre-pandemic world (Bass, 1995; Xirasagar et al., 2005).

In general, participants indicated a preference for more transformational leadership traits, compared to transactional ones, in the life after COVID scenario. In addition, participants, on the whole, elected either “more than” or “less than” in their responses, indicating somewhat of demarcation of time between the pre-and post-pandemic worlds. In fact, 80% of

responses indicated a “more than” or “less than” selection, compared with only 20% of “equal to” responses.

In terms of specific responses, two of the three highest-ranking factors for “more important” were “communicating optimism about the future” and “effectively communicating a collective sense of mission,” with 67.93% and 65.63% percent of respondents, respectively, indicating that these traits would be more needed by leaders in a post-pandemic world. It is an interesting finding that two of the top three of leadership 43 factors identified as critical in the future had to do with communication. The research suggests that, from a citizen perspective, possessing strong communication skills will be a necessary leadership trait for global leaders navigating the post-pandemic world.

Implications for Belize

In terms of background, Belize is the only English-speaking country in Central American with a financial system pegged to the American dollar.

Belize's economy is heavily dependent on the United States, and tourism is a critical industry that has suffered greatly under COVID (UNDP Belize, May 2020). High tariffs make for expensive consumer goods, and a rudimentary educational model provides only a basic education for children without fees. Concerns around corruption continue to plague Belize's reputation, a situation only compounded by the country's lack of formal participation in international transparency consortiums. A corollary lack of trust in government can erode hope and optimism across generations of the population. In addition, ongoing border disputes have caused both a flux of illegal immigration from Nicaragua, Guatemala, and El Salvador and have even raised questions about Belize's sovereignty as a nation (Looney, October 2020).

The impact of the pandemic on Belize, the nation's economy, and its citizens has been severe. Tourism accounts for about 40% of Belize's GDP and has suffered heavily under COVID regulations and restrictions. Ocean faring businesses have been

affected as well. The United Nations (UN) estimates that fish and seafood production has dropped by 60% (UNCTAD, 2020). The devastation caused by the pandemic has no clear end or solution given the complexity and the intricate linkages of public health and the economy.

Contextually, Belize has one of the highest murder rates in the world. Freedom House recorded 36 murders per 100,000 inhabitants in Belize in 2019. In addition, the long-running border dispute with Guatemala remains unresolved. Anti-corruption laws are poorly enforced. Despite having been on the books for over 20 years, the Prevention of Corruption in Public Life Act has never been activated in Belize, for example. No one has ever been prosecuted under the act. Belize has also suffered from a decline in moral values and a culture of political tribalism within the ruling UDP (Freedom House, 2021).

There are also issues around diversity, inclusion, and representation. Women hold only two seats in the House of Representatives and three seats in the Senate in Belize. Indigenous people, particularly those of

Mayan descent, are not well represented in politics. The LGBTQ+ community also faces discrimination. Sex and gender identity in Belize affect the ability of citizens to fully engage in the political and electoral process (Freedom House, 2021).

Given its unique socio-economic and political position, there are particular implications for the findings on post-pandemic leadership for Belize. Communication is an essential leadership tool amidst the low-trust environment of Belize. Uncontrolled immigration raises questions about vaccine deployment. Continued public health crisis threatened the critical tourism industry of the nation and illuminated the nation's strained financial position. As such, lessons for what is needed most in a post-pandemic world in terms of global leadership are highly relevant for Belize and land squarely on a need for more sophisticated, transparent, and robust communications from political and other leaders.

The findings from research on post-pandemic global leadership illuminated the importance of communication skills in the future. Given the context

and scenario in Belize, particularly in terms of the low trust environment, the need for strengthened communication from leaders will be essential. Leaders in Belize should embrace developing and deepening communication for the betterment of their nation.

An interesting intersection emerges here at the crossroads of leadership, communication, and change management. Essentially, the pinnacle leadership skill needed post-pandemic is communications.

Communications is a critical component of change management and navigating change will be the core priority of leaders transitioning from COVID times to the post-pandemic era. Therefore in the following section, the relationship between communications and change management is highlighted and explored.

Communication and Change Leadership

Belize faced myriad challenges before the onslaught of COVID-19, and the pandemic has both accelerated and amplified difficulties for the citizens of Belize. As a starting point for the exploration of potential solutions, resolutions, and even fundamental

direction for paths forward for Belize, the authors propose a grounding in change management. Navigating from the current state to a new normal in post-pandemic times will require an ability to manage change. Furthermore, an essential and underlying feature of successful change management is communications.

Findings from the research on perspectives on post-pandemic leadership demonstrate that communication is an essential leadership skill and will be needed more significantly in a post-pandemic world than in a pre-pandemic one. Through a cursory examination of four leading models for change management in the following section, a common element is unveiled; all four of the models incorporate a focus on communication. Kotter's steps of change, ProSci's ADKAR, Little's Lean Change model, and even the historic Lewin's change model incorporate a critical discussion of the role of communications in enabling and accelerating change (Hiatt, 2006; Kotter, 2012; Lewin, 1951; Little, 2014).

Kotter

Kotter's model for change management, detailed through a process of eight discrete stages, is a frequently consulted and often relied upon tool for change managers (Kotter; 2012). The model is intended as a playbook to be used by leaders to help simplify and clarify the process of navigating change. The eight stages include creating a sense of urgency, build a guiding coalition, form a strategic vision, enlist a volunteer army, enable action by removing barriers, generate short-term wins, sustain acceleration, and institute change.

In focus for purposes of this paper are the first and third stages, creating a sense of urgency, and forming a strategic vision (Kotter; 2012). While all of Kotter's eight stages for change involve a focus on communications, the role of communications in these two highlighted stages is both central and critical. In order for leaders to create a sense of urgency, they must explain why the timeliness of action matters. This is typically done through a bold statement, used to communicate the value of speed of in action. In

forming a strategic vision, the third step of Kotter's model, the role of the leader, is really one of clarification. Through various communication tools, the leader is explaining to the organization and the people within it how the future will be different from the past. Hence, as illustrated through two of the eight stages of Kotter's model for change, communications play a central role in the management of change.

ADKAR

ProSci developed a change management methodology called ADKAR (Hiatt, 2006). Through a comprehensive set of tools and certifications for usage, the ProSci model guides leaders on the people side of change, given that organizations are made up of people. The ADKAR model suggests that in order to move through change successfully, there are several steps that should be taken sequentially. First, awareness of the change must be developed. Next, the desire to change is cultivated. The third and fourth steps involve building knowledge about how to change and enabling individuals with the ability to do so. A final step is the reinforcement of change for sustained adoption.

For each of the ADKAR steps, ProSci recommends a set of tools for change management (Hiatt, 2012). As the first stage of the ADKAR change management model, awareness building means helping all stakeholders understand what is changing and why. Communication is a crucial tactic for building awareness. It is the recommended ProSci tool for the first step of successful change management. Communication is interwoven throughout the other ADKAR steps as well but forms the cornerstone of action needed to build awareness and essential first step in leading change.

Lean Change

Though some models for change management, such as ProSci's ADKAR, propose that individuals and organizations move through change in a linear fashion, more modern, agile concepts of change suggest that the process of change management is an iterative one. Applying concepts of lean manufacturing and lean process improvement to change, Little (2014) argues that achieving results from change management efforts comes from short bursts or iterative cycles on change.

Little proposes that the best way to approach change management is to gather insights, generate options, and then run experiments to test the success of the proposed change. He then suggests that those successful change initiatives can be scaled and sustained, while unsuccessful ones can be ended. The cycle then begins anew with gathering insights. In the lean change model, change is rapid, cyclical and, iterative, paced, linear, or static.

Nevertheless, even in lean change, a departure from more traditional change management methodologies, communications is an essential tactic for supporting change. Little (2014) is an advocate of what he calls lean coffees, which is ultimately a facilitated conversation of individuals. For Little, the act of discussing and active communication is essential for instilling a sense of ownership and thus driving the adoption of change. Interestingly, Little notes a distinction in types of communication that are one-directional or directive “blasts” of information versus communication that is genuine dialogue, two-directional, and results in the co-creation of change.

Lewin's Change Model

Writing in the mid-twentieth century, Kurt Lewin documented a foundational concept and theory of change management that would continue to influence the field for years to come. Lewin's change model, as it is known colloquially, documents three key steps for a change to occur. First, the way things are done must be stopped or unfrozen. Next, the actual change occurs. And finally, the new way of doing things must be solidified or refrozen. Thus the change model of "unfreeze, change, refreeze" encapsulates the three major and critical steps for change. What set Lewin apart from many of his trait theorist predecessors was that Lewin looked at the totality of an individual's environment and considered the social dimension of leadership and change. Lewin referred to this environment as a dynamic field where a number of coexisting facts come together to influence behavior.

For purposes of this paper, it is important to note that Lewin's exploration into change adoption and change resistance centered on an understanding of the social field where individuals interact. Behaviors

emerge in individuals in these social spaces. Writing in the mid-twentieth century, Lewin was already identifying the criticality of communications, calling out “channels of communication” as one of the social happenings, or elements of the social field which is the focus of attention and analysis to understand dynamics of change, including the desire to change and resistance to change (Lewin, 1951, p. 200). Thus, at the very founding of modern change management theory, communications were identified as being instrumental to successful change.

Concluding Thoughts and Further Research

Through the exploration of four popular models for change, Kotter, ADKAR, Lean Change, and Lewin’s model, a common thread emerges; communications is an essential tool for change management. In the survey of over 1200 global citizens on their views of post-pandemic leadership, communications rose to the top of the list of leadership factors that will be more important in the new era following COVID-19. It is almost as though calling for

greater communication signifies calling for change. In addition, calling for improved communications opens opportunities and gives the potential for successful change. In this sense, communications are both a means to an end and an end in itself.

For Belize, a nation suffering deeply from the impact of the COVID-19 virus and its related implications, communications is an essential tool to enable moving forward in the post-pandemic world will be crucial for leaders to take steps towards successful change. Already faced with great difficulty, Belize now faces compounding consequences of the intersectionality of health, financial, and political crisis. Especially given the low trust environment, strengthening communications skills of leaders and, in general, increasing vehicles for and volume of communications will be critical for the nation to navigate the changes ahead on the journey to the post-pandemic world.

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**Utilizing Global Leadership Assessment and
Experiential Learning to Teach a Doctoral Level
International Policy Class**

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Abstract

The presence of Covid-19, and the world leaders' reaction to this global event, shows the need for global leaders. Today's world is very complex and as we have more companies merge, there is a need for more understanding of global leadership. Global leaders in the military, who lead world-wide political organizations, and who lead global non-profits are identified as global leaders as well as numerous other categories.

This paper takes a deep look at several Global Leadership assessments and focusses on one—the ICGL Global Leadership Survey, and its usefulness in assessing the strengths of a global leader. The interest

in these assessments rose out of a successful annual trip to Belize by Doctoral Students with Dr. June Schmieder-Ramirez.

There are three questions which the article addresses:

1. What was the median number of languages spoken fluently by a sample of doctoral students who have taken the ICGL global leadership survey?
2. What is the factor structure of the 50-item Leadership ICGL Inventory Survey?
3. What are the correlations between the resulting factor scale scores and the number of languages that respondents speak fluently and the number of countries that they have lived in for at least three months?

Purpose of this Paper

This paper also describes:

1. What is global leadership? How does it differ from traditional leadership?
2. Global Leadership Assessments: An overview of the recent research in global leadership and the importance of the

personal and general assessments students take that may increase their interest in the topic of global leadership and change. What might be the “correct fit for particular students?”

3. Reviewing the ICGL Global Leadership Inventory and the recent findings of the study relating to the three scales that are part of this assessment including: Traditional Leadership, Cultural Agility, and Global Leadership. What are a global leadership set of skills. A discussion about how the ICGL Global Leadership Inventory begins or enhances an interest in the importance of having a global leadership set of skills.
4. Utilizing Global Leadership as a tool for an International Policy Class: There are many skills associated with global leadership. Students who participate in global trips or “doctoral delegations” acquire new skills that relate to achieving a higher score on several assessment tools. What assessment tools might be useful? How might they

show “gaps” that might be filled with more international experiences? A PhD University Doctoral program has provided experiences in moving forward in these areas.

Introduction

Leaders throughout history have been identified as global leaders including Martin Luther King, Winston Churchill, and Margaret Thatcher. What distinguishes leaders from global leaders? What personal qualities of global leaders are best suited for work that involves multicultural challenges?

The relationship between traditional leadership, cultural agility and global leadership is important. This relationship is key in designing training for potential global leaders, NGO presidents and directors of world organizations. Organizations are tasked with selecting virtual global teams and depending on the competence of trained global leaders.

Global programs have grown in academia in the past few years. One important program is the Thunderbird program. Pepperdine University has also started a PhD in Global Leadership and Change.

These students were motivated, after taking the inventory, to raise their score. The highest score possible is 250.

This paper reviews the literature on global mindset and identifies some of the conceptual confusion that sometimes surrounds this term.

Brief History of Leadership

Leadership has been a popular topic of study in the 1900s from 1930s to 1980s, (Bass, 1990). Yukl (2009) provided some of the most organized studies of leadership. He divided the approaches into five categories: (a) the integrative approach; (b) the situational approach; (c) the power-influence approach; (d) the behavior approach, and (e) the trait approach.

These were all fairly straightforward approaches to leadership. However many of the leadership definitions were not clearly stated.

Mendenhall et al. have pointed out that most leadership research has studied men. (Mendenhall et al., 2018). Many studies did not report the gender of the subjects.

The study of leadership moved from more authoritarian and linear approaches to more studies of global leadership in the period 1980-1995 with more global studies from 1995 to 2020. Some of the popular journals that contain interesting Leadership articles include:

- Leadership Quarterly
- Journal of Leadership and Organizational Studies
- Administrative Science Quarterly
- Academy of Management Journal
- Journal of Global Leadership

Main Global Leadership Assessment Instruments

Table 1

Comparison of Global Leadership Assessment Tools

Inventory	Cross Cultural Adaptability Inventory	Global Mindset Inventory	*ICGL Global Leadership Survey	Inter-cultural Development Inventory	Global Competencies Inventory	Cultural Intelligence
Acronym	CCAI	GMI	GLS	IDI	GCI	CQ
Reliability	Addressed	Addressed	Addressed	Addressed	Addressed	Addressed
Validity	Addressed	Addressed	Addressed	Addressed	Addressed	Addressed
Cost	\$6-12	Variable	*Variable	\$10	\$130	Variable
Usability	Simple	Moderately Complex	Simple	Moderately Complex	Moderately Complex	Moderately Complex
Target Audience	Pre-departure training-now for executives who are relocating outside US	Education and business settings	Education and business settings, NGOs and non-profits	Education and business settings, NGOs and non-profits	Education and business settings, NGOs and non-profits	Education and business settings, NGOs and non-profits
Delivery Method	Online or paper and pencil	Online	Online	Online	Online	Online
Recommended	yes	yes	yes	yes	yes	yes

Table 1 gives a comparison of Intercultural and Global Leadership Assessment Tools-based upon Mendenhall et al. (Mendenhall et al., 2018).

Recommended Global Oriented Conferences

- Also located at www.icglconferences.com

Recommended Website for Global Mindset Survey Preparation

- Online at Kendall Hunt Publishing. Three steps: preparing for the inventory, taking the inventory, and reading peer reviewed articles to increase your score. (Clarke, 2018).

RQ#1: Out of a doctoral student sample based upon snowball sampling, who took the ICGL Global Leadership Survey, what was the median number of languages, does a student report fluency in? (see Table 2)

RQ# 2. What is the factor structure for the 50-item ICGL Global Leadership scale? (see Table 3)

RQ 3. What are the correlations between the resulting factor scale scores and the number of languages that

that respondent speaks fluently and the number of countries that they have lived in for at least three months? (see Table 4)

A sample of 158 adults (University doctoral students), were given the 50-item ICGL Global Leadership Inventory (Schmieder-Ramirez, 2020). They were also asked about their fluency with languages and the number of countries they had lived in for more than three months.

Data**Table 2**

Frequency Counts for Languages and Countries Lived In
(N = 158)

Variable	Category	<i>n</i>	%
Fluent Languages	One	77	48.7
	Two	55	34.8
	Three to Five	26	16.5
Countries Lived In More than Three Months ^b	One	75	47.5
	Two	36	22.8
	Three	21	13.3
	Four	15	9.5
	Five to Twenty	11	7.0

^a Languages: $M = 1.74$, $SD = 0.92$. ^b Countries: $M = 2.21$,
 $SD = 2.05$.

A sample of 158 doctoral student adults were given the 50-item ICGL Global Leadership Inventory (Schmieder, 2020). Respondents in the sample reported being fluent in one to five languages ($M = 1.74$, $SD = 0.92$). When queried as to the number of countries they had lived in for more than three months, this ranged from 1 to 20 countries ($M = 2.21$, $SD = 2.05$) (see Table 2).

Table 3

Psychometric Characteristics for the Aggregated Scale Scores ($N = 158$)

Scale Score	Items	M	SD	Low	High	α
Traditional Leadership	10	2.05	0.53	1.10	3.50	.72
Cultural Agility	19	4.22	0.49	2.79	5.00	.87
Global Leadership	16	4.24	0.44	2.94	5.00	.84

Note. Scales based on a five-point Likert: 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

This data set in Table 3 was analyzed using principal component factor analysis with an orthogonal Varimax rotation and retaining the largest three factors. These factors were named, “Traditional Leadership,” “Cultural Agility,” and “Global Leadership.” Cronbach alpha reliability coefficients for the three scales were as follows: Traditional Leadership (10 items, $\alpha = .72$); Cultural Agility (19 items, $\alpha = .87$); and Global Leadership (16 items, $\alpha = .84$) (see Table 3).

Table 4 displays the Pearson intercorrelations among the three scales with the number of languages spoken fluently and the number of countries lived in for more than three months. The Traditional Leadership Scale was negatively correlated with both the Cultural Agility Scale ($r = -.48, p < .001$) and the Global Leadership Scale ($r = -.17, p < .05$). In addition, the Cultural Agility Scale was positively correlated with the Global Leadership Scale ($r = .61, p < .001$) the number of languages spoken fluently ($r = .27, p < .001$) and the number of countries that they lived in for at least three months ($r = .20, p < .01$). Further, the number of languages spoken fluently was positively

related to the number of countries lived in for more than three months ($r = .30, p < .001$) (see Table 4).

Table 4

Pearson Correlation Matrix for Selected Variables (N = 158)

Variable	1	2	3	4	5
1.Traditional Leadership Scale	1.00				
2. Cultural Agility Scale	-.48 ****	1.00			
3. Global Leadership Scale	-0.17****	0.61****	1.00		
4.Number of Languages Spoken Fluently	0.10	0.27****	0.06	1.00	
5.Number of Countries Lived In for More than Three Months	- 0.04	0.20**	0.30****	0.06	1.00

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

Note. Scales based on a five-point Likert: 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

Note. Scales based on a five-point Likert: 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

Definitions

Mendenhall has included many definitions of similar terms related to global leadership. (Mendenhall et al., 2018, p. 154)

Cultural Agility

Some scholars feel that having foreign language fluency guarantees intercultural competence. This is not necessarily true. This is one of the questions that this study will address. (Hammer & Salonen, 2007). Some view that one must go through a process that begins with the individual starting a ethnocentricity and moving to a broader lens. (Mendenhall et al., 2018, p. 31). This study looks at the number of countries the subjects have been to as well as the number of foreign languages they know. Cultural comfort is defined here as the comfort that individuals have in their own culture.

Cronbach's Alpha

Is a measure of internal consistency, how closely related a set of items are as a group. It is considered

to be a measure of scale reliability.

Cultural Intelligence (CQ)

Developed from Early and Ang (2003), cultural intelligence has four dimensions that include: cognitive, metacognitive, motivational, and behavioral.

Global Leadership

As business and intercultural studies gained in importance, the study of global leadership took hold in the 1950s (Toyne & Nigh, p. 18). The term “global” encompasses more than reach. It also includes cultural reach, intellectual reach and global mindset (Mendenhall, et al., 2018, p. 20).

Global leadership takes on a larger measure of complexity. It involves working with individuals of many cultures and many different beliefs. Global leadership has received the most attention from global leadership writers. (Mendenhall et al., 2018, p. 98)

Global leadership is defined as the processes and actions through which an individual influences a range

of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity. (Mendenhall et al., 2018, p. 57)

Intercultural Competence

Involves the ability to establish interpersonal relationships, communicate effectively, manage psychological stress (Hammer & Salonen, 2007, p.29)
Skills include tolerance of ambiguity, and cross-cultural empathy.

Why is This Study Important?

The ICGL Leadership Survey is important because it gives students a view of their sophistication in global competency. It points to the importance of learning languages, visiting other countries and studying other cultures. The study of global leadership and the competencies associated with this topic is probably one of the most important areas of research we will study in the next 20 years. We have looked at the relationship of learning languages, and staying in other

countries for more than a short visit. We have also learned in this article about the importance of structure of instruments and relationship between Global Leadership and leader competencies.

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James Oliva

Appendix A

The ICGL Global Leadership Inventory

Appendix A indicates the separate parts of the ICGL Global Leadership Inventory. It shows how the questions are divided into “traditional leadership, cultural agility and the global leadership scale.

Traditional Leadership Scale

- 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
- 26. It is important as a global leader to keep information to oneself until the last possible moment so that rivals cannot see where one is going
- 4. All peoples are aligned with the same interests, needs and goals in life.
- 10. As a leader I have my direct reports from my own culture. Therefore they would question less of my directives.
- 8. If other cultures would be more like ours, the world would be a better place
- 12. Being assertive as a leader is an advantage no matter what culture you are in.
- 45. Reversed-I think about elements of other cultures that I like better than my own culture
- 33. Reversed-It is important to be attuned to the subtleties in body language

which can transmit a message beneath the words being spoken

3. A leader must decide on one way to lead in every instance.

38. I feel that all governments act and create policies in accordance with their political and economic goals

Cultural Agility Scale

44. I feel comfortable in any culture

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

18. I can speak at least one other language in addition to my native language.

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

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

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

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

6. Both Western and Eastern leadership strategies are equally valuable

19. Leaders should be familiar with other strategies of leadership including

those from the Asia-Pacific culture.

14. It is important that a potential global leader be exposed to one or more other cultures at an early age.

46. I am generally an optimist in leading projects forward

50. "Silence" in communication is determined, in part by cultural norms

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

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

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

9. If the Western culture recognized the importance of leadership of other countries, I feel that the world would be a better place

41. I am not afraid of taking risks

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

13. Developing a global mindset takes time and diverse experiences

Global Leadership Scale

37. I respect the cultural values and beliefs of most organizations outside my country but may not necessarily agree with their values or beliefs.

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

23. it is important as a global leader to utilize appropriate change strategies to resolve difficult situations.

15. A global leader should recognize that every culture has a unique future Orientation

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

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

11. There are universal leadership values that enable cross cultural differences to be resolved.

35. All employees should know where the organization is headed.

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

24. I am a persistent learner with an eye always on the bigger picture as well as important consequences of my decisions

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

sensitive

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

31. As a leader, it is important to have a passion for any project that is brought forward to undertake.

39. I ensure that I have energy for the tasks ahead and institute regular exercise in my daily routines.

32. Empathy means that the leader considers the feelings of others involved along with many other factors but makes his or her own decision based on all factors together.

21. It is important for a leader to "get out in front" of an impending problem as soon as it is feasible.

APPENDIX B

Major Student Projects From Belize International Trip

This section will detail in PowerPoint slides the major projects of students who participated in the 2018 Doctoral Delegation of Purpose to Central America to work with local businesses to raise the level of awareness of service in Medical services, Technology and other businesses.

PART II

BELIZE INTERNATIONAL TRIP











**Self-Exploration of a Social Change
Consultancy Model:
Facilitating Cross-Sector Collaboration in Rural
Communities for the Development of Community
Resiliency and Sustainability**

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Abstract

In every space of non-profit, community work, and governmental affairs we tend to hear common themes of lack of resources, under-funded, one staff with multiple roles, and the dire need to develop and strategize collaboratively (Magis, 2010). In rural communities like the City of Merced and the greater Merced County region, for instance, these themes run almost imperatively amongst all our industries besides for-profit, corporate agriculture, at least as it seems. After personally experiencing the initiative to launch a non-profit to fill the gap and need as found, as well as directing a local Boys & Girls Club with longstanding community presence, the need for strategic planning, developing collaboratives, and incentivizing resources

for the greater community is at large. We must consider collaboration in the efforts, resources, and time invested in our communities to develop community resilience and sustainable development.

Thus, this paper proposes a consultancy model localized within the Merced community, with applicability in other rural communities, that aims to strengthen cross-sector collaboration and long-term strategic plans that mirror the community needs and goals, through incentivized resources and philanthropic model. The consultancy model will also aim to explore how such consultancy endeavors can incorporate the empowerment, growth, and development of its young people in efforts to commit to social and transformative change for greater local and regional development.

Keywords: community resilience, sustainability, collaboration, leadership, rural communities, assessment, youth development

Introduction

In 2012, I joined the Merced community as a first-year, undergraduate student at the University of California, Merced (hereinafter referred to as University). The University was nearly 7 years old with a growing student body of roughly 5,000 students but with a sense of disconnect between the Merced community and the University campus. Over the next 7 years to present day, the community and campus life relationship will strengthen but the greater cross-sector collaboration of all industries is greatly needed as the greater community lacked several capital resources. Merced was one of the hardest hit communities in the economic crash and one of the last to come back from it (Joseph, 2019). Just within the last three or four years, with the help of the growing University, Merced's economy has grown simultaneously uplifting the quality of life.

With a growing economy, opportunities for new development and the strengthening of longstanding organizations has become more realistic, specifically in industries that are often invested in and

in return create greater resources in our community. This model is very important in small rural communities as it strengthens community resilience and sustainable development, in other words the ability to sustain change. But in every rural community the competition for resources grows with the development of economic growth. As we will see, Horlings & Padt (2013) address that competition in rural communities creates “winners” and “losers” which ultimately creates a greater divide between the advantaged and disadvantaged. This understanding has been my personal experience and perception of the increasing lack of sustainability in community resources in Merced.

In 2015, I launched a community-based, not-for-profit organization in the youth development sector, specifically in efforts to promote the aspirations and eligibility of local students in pursuing a postsecondary education, called Student-Athletes Focusing on Education (SAFE Merced). It is important to acknowledge that I am not originally from Merced nor have family that reside here, creating challenges in

my ability to connect and authentically build trust with networks in Merced. SAFE Merced engaged with a diverse group of community partners, including but not limited to the City of Merced Parks and Recreation Department, Students with Aspiring Goals (SWAG), and Merced County Office of Education (MCOE) during its tenure. From these experiences, I learned that the root causes were born in the lack of cross-sector collaboration and shared community infrastructure. I observed the “elite” organizations and agencies monopolizing community resources with limited returns and the “less elite” or younger organizations with the challenge of accruing required resources for sustainability but with more immediate and direct return on community impact. This would all be reaffirmed after joining a larger, more longstanding organization.

In 2017, I joined the local Boys & Girls Club of Merced County as the Program Director and later transitioned as the local area Director. The Boys & Girls Club of Merced County was in its 24th year of operation in the Merced community, but still continued

to struggle to maintain resources, advance impact at greater lengths, and provide greater services across the greater Merced County neighborhoods that it was created to provide. In my role as the local area Director, I was a part of a merger between two other regional Boys & Girls Clubs who shared the same frustrations. The merger was foreseen as positive development for not only our organization but our community in efforts of youth services. Nearly one year into the merger development, even with the greater support from the Boys & Girls Clubs of America, the regional merger collapsed. The collapse of the merger could be accounted for by several challenges, but most was attributed to systemic and overarching themes of the failure, including lack of strategic planning, resource development, leadership development, and the lack of partnerships and collaboration with outside networks. Specifically, in Merced, silos infest our community spreading community resources thin creating the likelihood of greater organization/agency/service failure, especially those of new start-up organizations.

It is within these specific experiences alongside

supplemental conversations with colleagues, friends, and close networks that I decided to personally step back, visualize, and identify the larger systemic challenges at the regional level across all sectors that continues to create barriers in developing community resilience and sustainable development. We will move forward with looking at case studies and literature in similar rural communities around the importance of value-based leadership, cross-sector collaboration, and the evaluation and assessment of rural communities for the growth of community resiliency and sustainable development. This literature review will influence my personal commitment to social and transformative change in rural communities through the endeavors of aligning a consultancy model and the development of young people in rural communities. This article will propose and influence the development of Creative, Collaborative & Innovative Consultancy LLC (CCiC) and the SC Biz Lab or Social Change Business Lab to address these rural community challenges in developing community resilience and sustainable development. The goals of the consultancy model are to provide individual agency growth and strategic

planning for sustainability, facilitate greater cross-sector collaboration within a region or area, and develop the individuals within a community as leaders for more sustainable, stronger, and successful future.

Literature Review

A Study of Cross-Sector Collaboration in Rural Midvale. Miller, Scanlan, & Phillippo (2017) conducted a qualitative study during an attempt at educational reform in a small western city in the United States, called Midvale. Miller et al. (2017) observed the implementation of the conceptual framework of social frontiers to bring forth how issues of difference, competition, and resource constraint impacted cross-sector collaboration in rural context. In this study, Miller et al. (2017) observe formal and informal meetings within the Kids Committee (KC) which was comprised of a variety of community stakeholders, including but not limited to school superintendents, directors of human service agency, and others. Miller et al. (2017) evaluated using the social frontier conceptual framework, which is adapted

from Burts (1992, 2007, 2011) definition for rural education context as, “places where networks of people and organizations from highly diverse backgrounds and interests interact in purposeful ways.” Within networks of individuals and organizations the priorities and goals can vary and often become obstacles in achieving the greater goals of the network. Miller et al. (2017) identify within the context of rural settings, such as the Midvale case study, the value and importance of what networks are made up of, including bonding and bridging networks, and what they should strive for, structurally autonomous networks.

Networks can be measured within four quadrants with the y-axis measuring the bridging and x-axis measuring the bonding. Bridging relations offer connections to diverse information, resources, and opportunities that lie beyond the group or organization (external). Meanwhile, bonding relations develop cohesion within a group or organization (internal). Structurally autonomous networks include dense bonding relations as well as diverse bridging ones (hybrid). As Miller et al. (2017) have shown in the

case study of Midvale, rural communities often have close networks and relationships which creates the strength of bonding but inhibits the facilitation of bridging within these communities. Bridging often allows for open access to innovation and creativity within rural communities, therefore is a vital and important role in the development of community resilience and sustainability.

Miller et al. (2017) found that the cross-sector collaborations in Midvale were sustained through the commitment of senior leaders and the monthly KC meetings. But in the case of individuals residing outside of Midvale, whom were also community stakeholders within KC because of their role, it was found that the leaders prioritized the maintenance of bonding relationships and trust over the cultivation of bridging networks and new ideas. This was seen when the ideas and innovations proposed by individuals outside of Midvale, were often not incorporated or given honest consideration. Because of the differences in priorities and goals of the individuals and their organizations, networks may experience changes, including but not limited to a lack of focus and

leadership turnover, which then creates a change in priorities and goals of the network. Miller et al. (2017) also found that trust develops slowly in rural communities and is influenced by relational and residential differences.

Lastly, a major finding within the case study of Midvale, Miller et al. (2017) conclude that rural leaders should aim for sustainable, structurally autonomous networks not only by forging external connections but also by developing intergenerational bridges within their own organizations and communities. Next, we will review a newly presented leadership model specifically designed to lead rural communities through the development of structurally autonomous networks for sustainable regional development.

Leadership Model for Regional Sustainable Development in Rural Areas. Horlings & Padt (2013) explored the vast changing climates of rural communities, where agriculture was no longer the sole economy driver, and shift in residents living in rural communities while commuting to work in urban areas.

These observations of the changing landscape of rural communities is also a growing observation here in Merced. A University has been established, an increasing amount of workers from the Silicon Valley and Bay Area are coming over the hill to more affordable housing, and agriculture continues to be a frontrunner in economic drivers but is no longer the only one. Horlings & Padt (2013) present a new leadership model designed to address the central question of their research, “what is the role of leadership in sustainable regional development?” as they aimed to bridge the personal and institutional dimensions of leadership. The Value-Based Leadership Model for Regional Sustainable Development presents four quadrants, where the x-axis is the scale of inner-outer world and the y-axis is the scale of individual-collective, which is adapted or derived from Wilber’s (2000) Integral Theory. Horlings & Padt (2013) identified the four quadrants as the X-factor (I), vital space (IT), shared leadership (WE), and bricolage (THEY).

Shared Leadership (WE) is the cultural

dimension involving leadership, where the leader can bring together a variety of ideas and opinions on how to bring about change (Horlings & Padt, 2013). As we saw in the previous literature review, this aspect of bringing together diverse individuals and organizations from a variety of sectors will drive the inability of collaboration and effective decision-making due to the individual priorities and goals. Leaders must possess teamwork and interactive influencing skills but should also possess the ability to create creative tension and generate excitement and arousal.

Vital Space (IT) refers to how people behave, act, and conduct themselves towards others in networks (Horlings & Padt, 2013). As it is often discussed in effective leadership, leaders can create vital space by embedding and instilling trust and honesty where authentic conversations can happen. Horlings & Padt (2013) refer to these leaders as being ‘positive players’ with the ability to inspire, negotiate, and become the mediator or clown. This role is extremely important in spaces of new, diverse networks, especially in small rural communities.

Bricolage (THEY) is explained as the interaction of leaders and ‘their’ network within an institutional context (Horlings & Padt, 2013). It is identified that initiatives in rural communities often face constraints or challenges due to procedures, regulations, and institutions. It is the role and ability of the leader to deface these challenges from hindering the initiative or project. Horlings & Padt (2013) portray leader’s ability to do so is reflective upon their abilities to bridge connections between the current network and outside the network, as well as between private and public sectors where most of the diversity occurs. We often see these situations occur where the local government and non-profits or businesses become interlinked. In the case of SAFE Merced, the local government were confined by local procedures and regulations which limited the growth of a summer playground camp, but SAFE Merced was not necessarily confined to the same regulations and procedures allowing for efforts in attempt to grow the services of the camp beyond its current capacity.

The X-Factor (I), arguably the most important, is the sole focus on the leader itself and the ability to

drive their personality and apply soft skills towards advancing the initiative. This is especially important in areas where the initiatives face delays or challenges that prohibit it from moving forward. The soft skills and personality traits, that Horlings & Padt (2013) identify, are personal enthusiasm, motivation and commitment, confidence in others and the ability to convince people. In rural communities, these leaders typically are internally driven by the notion of wanting to make the world a better place, which ultimately drives their soft skills and personality to intrinsically and extrinsically motivate those within their networks.

These leadership capacities were refined and observed over the course of Horlings & Padt (2013) research within eight regional cases in the Netherlands. With the knowledge, expertise, and commitment of a leader within this Value-Based Leadership model, networks can achieve great success or steps towards greater impact within their communities. In this concept it must be recognized that it is not only needed within an individual, but it is the development of young people to succeed within these spaces. Next, we will review literature that considers the indicators of

community resilience within rural communities and specifically how they can be assessed.

Identifying Indicators for Assessing

Community Resilience. Magis (2010) explores the overall importance of community resilience (CR) in rural communities and how the components that develop CR are measured and assessed. Magis's work is developed within the framework of the Montreal Process Criteria & Indicators (MPC&I) and the Santiago Agreement of the temperate and boreal forests. Magis (2010) defines community resilience as a part of the deeper understanding of social sustainability as the community's ability to thrive in contexts of change. Within community resilience, Magis (2010) identifies eight dimensions that can be assessed and developed within communities to adapt and thrive in changing contexts. The identified dimensions include community resources, development of community resources, engagement of community resources, active agents, collective action, strategic action, equity, and impact (Magis, 2010, p.402). Magis (2010) has presented a CR Self-

Assessment which assesses community's resilience through the eight dimensions previously mentioned. Magis (2010) identifies, in addition to the description of each dimension, the valid metrics for assessing each community for development in that area.

Community Resources within rural communities include natural, human, social, cultural, financial, built and political capitals. Metrics include (1) how well people understand the opportunities and limitations of the natural environment and surrounding areas, (2) to what extent community leaders are networked with resources outside the community, and (3) to what extent community members believe that change is evitable and that the community can adapt successfully to change (Magis, 2010, p. 410).

Development of Community Resources is the investment of current resources to generate new resources. Metrics include (1) new kinds of businesses and employment opportunities developed in the community over the last ten years, (2) preparedness of youth with important work habits and to become

involved citizens to make social change, and (3) the extent to which communities affected by change attempt to keep things the same or try new ways of doing things (Magis, 2010, p. 410-11).

Engagement of Community Resources is how communities invest their resources to generate extended resources within their communities. Magis (2010) explains this process as a self-reinforcing cycle towards achieving community objectives. Metrics include (1) the effectiveness of community government in dealing with important problems facing the community, (2) the extent to which community organizations contribute to leadership and volunteers to community endeavors, and (3) the extent to which communities affected by change generate ideas to address the change that are new and that involve recombining resources in different and creative ways (Magis, 2010, p. 411).

Active Agents are the community members that can influence the well-being of the community and take the leadership in doing so. Metrics include (1) community members' beliefs in their ability to affect the community's well-being, (2) community members'

involvement in various groups and events, and (3) the community's self-reliance in addressing major issues and changes affecting the community (Magis, 2010, p. 411).

Collective Action is the collaboration of community members and its leadership towards achieving the community objectives. Metrics include (1) the extent to which community leaders facilitate collaboration between groups to work on community objectives, (2) the extent to which community decision-making processes engage diverse perspectives and reflect cultural differences, and (3) the extent to which people from diverse groups share supports, resources, knowledge, and expertise when confronted with change (Magis, 2010, p. 411)

Strategic Action is the conscious deliberating, planning, implementation, and learning of the community to become resilient. Metrics include (1) the extent to which information on community resources is used in planning community endeavors, (2) the extent to which local planning processes generate a community-wide commitment to a common future, (3) the extent to which community members look outside

the community to find resources to support its endeavors, and (4) opportunities for people to share lessons, unresolved questions, ideas and innovations from their experiences (Magis, 2010, p. 411-12).

Equity is the equal access to and distribution of the community's resources. Metrics include (1) access of various groups to the community's natural resources, (2) involvement of various groups in the planning and leadership of the community, and (3) the extent to which community organizations welcome and include various groups (Magis, 2010, p. 412).

Impact is the response to crisis, opportunity, and change through successful implementation of plans addressing crisis, opportunities, and change. Metrics include (1) the changes in participation and collaboration over time, (2) the changes in number and variety of external contacts over time, (3) changes in the community's capacity over time to respond to change, develop new futures for itself, and develop and implement community-centered plans, and (4) changes in the community's resources over time (Magis, 2010, p. 412).

All in all, from these metrics and descriptions of the eight dimensions of community resilience, we can gather that it is a community's ability to thrive and adapt around change rather than trying to control the environment that creates change. As in any circumstance, it is valuable and important to give special consideration to the evaluation and assessment of a program, organization, and/or community network in the regards of community resilience.

Conclusion

Purely from my personal experience with launching SAFE Merced and directing the Boys & Girls Club of Merced County, the initial framework designed for Creative, Collaborative & Innovative Consultancy LLC (CCiC) is built on the driving mechanisms of shared resources in the development of strategic planning, collaboration, innovation and creativity, resource development, leadership development, and sustainable practices. The thought is that CCiC would drive the development of these conditions internally within organizations with the

overarching focus of bridging these organizations with other clients and community organizations (cross-sector), ultimately strengthening current networks and developing new ones. After conducting a literature review within the relevant space and understanding the regional development and community resilience of rural communities, I can conclude that this model is within the similar parameters of what research is recommending.

CCiC is intended to provide consultancy services to agencies, networks, and groups in the facilitation of cross-sector collaboration, development of resources, and the growth and development of community leaders. The literature review has specifically influenced my consultancy model in shapes of specific services and focal points of the services to be provided. For example, the Value-Based Leadership Model is not only a personal growth and development opportunity as a young leader in a rural community, but will be considered in the implementation of leadership development within organizations and young people a part of the SC Biz

Lab. From the literature presented, I have personally found intrinsic motivation to continue forward with the project and in the affirmation of a valuable and well needed action of developing rural communities through cross-sector collaboration. Each researcher/author attributed to not enough research and action within this scope of work in community resilience and regional development in rural communities is occurring.

In addition, my personal vendetta aligns with youth development and the empowerment of our young people. This is where the concept of SC Biz Lab, as previously mentioned in the introduction, will become an important role in developing young leaders as a supplemental framework to CCiC and building sustainable rural communities. The SC Biz Lab is designed to supplement CCiC in providing young people in rural communities the opportunities for professional development, a space for innovation and creativity, and the network of social capital development. Young people will engage with networks, dialogue, workshops and trainings in their

efforts to commit to social and transformative change within their own communities.

Finally, the next action steps for myself in the development of CCiC and the SC Biz Lab, is to identify a strategic model of outreach and marketing, identify the individual framework based on sectors and development of unique and innovative services, and begin establishing a community resilience self-assessment tool specifically for the Merced community and our clients. As a lifelong learner, my personal growth and development within this space is a must, which will only further support my initiatives of development in local rural communities. A careful and conscious consideration for future expansion of consultancy services will be considered during the development stages of CCiC early on, as a larger scope framework could meet the needs of more than the rural Merced community allowing for sustainable growth and longevity.

Recommendations for Future Research

As I continue my personal endeavors of social change as an entrepreneur of Creative, Collaborative &

Innovative Consultancy (CCiC) LLC and the SC Biz Lab, it is recommended that I explore future research of specific coalitions, networks, and initiatives within the Central Valley, specifically Merced, for what is currently in place and potentially was is the gaps or needs to further development community resilience. Exploring additional research in regard to community resilience and the alignment and engagement of community resources would provide an additional benefit to the development CCiC and SC Biz Lab. Lastly, consideration to conduct research on the models for shared outreach and acquisition of external community resources for the purpose of developing networks and initiatives to support the challenges and barriers of cross-sector collaboration in rural communities.

Writer's Biography

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Expanding Educational Access in Belize through Technology

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Introduction

Belize is a Caribbean country that borders Mexico and Guatemala. After many centuries of colonial rule by the Spanish and the British, the county obtained its independence from the United Kingdom in 1981. Due to colonization and its geographic location, Belize has a diverse mix of ethnic communities, cultures, and languages. English is the official language of the country. Belize is a popular tourist destination for its beautiful beaches and the second-largest underwater reef in the world. Tourists who visit and stay at the coastal resorts are often unaware of the country's income inequality and students' lack of access to 21st-century learning within the school system. The public school system in Belize is underfunded, and the classroom resources are scarce.

This paper will focus on initiatives needed to bring greater access to education in Belize through technology.

Education System Inequalities

A 2017 UNICEF report highlights the inequality in access to services and opportunities for students. Schools in large cities such as Belize City have more resources than schools in rural areas. The minimum wage is equivalent to USD 1.60 an hour, and families struggle to pay for uniforms and other required public-school fees. About 40 percent of Belize's population is under the poverty line, so the income disparity is acute (Sluder, 2016). With a sizeable number of Belizeans under the poverty line, many parents cannot afford digital devices or high-speed broadband services to connect to the digital world.

Impact of COVID-19 on Education

On March 20, 2020, schools were closed as the COVID-19 pandemic developed. The closure exposed the inequities in the Belizean education system. To

continue education during the COVID-19 pandemic, the government broadcast lessons through the mass media. However, distributing educational materials in the printed media to students of different levels is expensive and does not allow for student interaction.

The closure of schools has had deleterious effects on Belize students, particularly for those in the developmental stage at the lower grade levels. In the book, *Mind in Society*, the renowned Psychologist Lev Vygotskiï posits a Zone of Proximal Development (ZPD), which is a person's ability to solve problems through information gleaned with the guidance of an adult or in collaboration with more capable peers (Vygotskiï et al., 1978). The COVID-19 closure prevented students from learning and collaborating with their peers, with an adult trained teacher's guidance. Vygotskiï theorized that children's minds develop as they build knowledge by reteaching newly obtained knowledge through socialization. Even though the Ministry of Education has provided educational resources, a student may not have access to an adult who understands the material or has the

to guide them. Also, the resources provided by the Ministry of Education do not allow students to interact to further learn and build upon the knowledge they have acquired. For Belize students not to fall further behind educationally, the government should provide a Chromebook or other digital device with access to high-speed internet. Students can use the digital device to connect and interact with other students, teachers, and the published government digital curriculum. By providing students with access to digital technology such as a Chromebook and high-speed internet, isolation can be reduced. Also, individuals can further explore and develop an understanding of concepts through internet resources.

Vygotskiĭ asserted that people use tools to develop higher mental processes such as learning and memorizing through interaction (Fadeev, 2019). Students use material tools, psychological tools, and people to learn complex concepts (Kozulin, 2001). Technology gives students the material tools to interact with others to build upon existing knowledge. Digital technology would provide students with equal access to education regardless of social, economic status,

location, and learning needs. The digital environment allows a person to collaborate with more knowledgeable individuals and interact with various multimedia resources and tools to develop new knowledge.

The COVID-19 pandemic has caused a setback for secondary level students. Sluder (2016) reports that 87% of primary school students go on to secondary schools, but many students enter the job market without graduating. The pandemic closure will lead to further disengagement of students. Näslund-Hadley et al. (2020) note that the average Belizean worker is male, low-skilled, earns a wage equivalent to the US \$610 a month and works in the tertiary sector, which includes tourism, transportation, and government services. The high cost of school, the lack of better opportunities after graduation, and the lack of funds are the primary reasons students do not pursue higher education (Morrison and Dasgupta, 2018). Before the COVID-19 pandemic, the Caribbean Community (CARICOM) noted that the region's people have difficulties developing new technological skills, while the demand for lower-skill jobs is declining (Jules &

William, 2015). As well, there is a rise in youth unemployment (CARICOM, 2014). CARICOM (2014) also noted that Belize's education and training systems are insufficient for economic competitiveness. The educational system in Belize must include more technology in the curriculum.

The famed psychologist Abraham Maslow developed a hierarchy of needs theory, which states that individuals are motivated by stages of physiological, safety, belonging, esteem, and self-actualization, which are attained in ascending order (Hopper, 2020). Physiological needs, such as water, food, shelter, and reproduction, are individuals' greatest needs, which must be attained before successfully striving for higher needs, such as status, recognition, and self-actualization. If the government provides access to technology, including high-speed internet for all secondary level students, students can be better prepared for a competitive career after secondary school. As the education system is outdated, instruction needs to be modernized to re-engage students (Jules, 2015). Secondary students who do not continue with their education do not have the

resources to develop digital literacy and lose the competitive edge to obtain a high-paying job.

Technological Positions

Bringing greater educational access to technology, such as the internet and technical or technology platforms, is best achieved by integrating technology into the current educational system (Sipe-Haesemeyer, 2016). Belize can use technology to develop advantageous interaction among government, governmental divisions, and education departments. As technology moves forward, the aspirations to connect with the rest of the world grows. The idea that people can share information and culture, perform business transactions, and learn digitally is exhilarating (Sipe-Haesemeyer, 2016).

Funding is a vital part of the success of any technological changes. The technology rift continues to tax current resources (Archibugi & Pietrobelli, 2003). Belize, as a developing country, can better many segments of its economy by investing in technology, which will alleviate both poverty and unemployment. To achieve technological advancement, Belize needs to

seek cost-effective solutions such as lower-cost computers, more efficient internet services, and communication services that operate independently.

Exploratory Questions for Technological Resources

This section explores the dynamic technological effort with active learning rather than the traditional hands-on learning. Knowledge can be pursued in various ways, and passive learning is only one possibility among many (Zins, 2007). The following are exploratory questions about building technological resources in Belize:

1. How can Belize incorporate modern technologies into communities that struggle to provide essential utilities, such as electricity, to its citizens?
2. Is the government of Belize committed to funding technological changes?
3. How beneficial will internet integration into Belizean society be, particularly in the education sector?
4. How can an increase in technology help Belizean cultures and communities to survive?

5. What is the evidence of the current technological degree of change in Belize's categorization of technology innovation?

To address these questions, these factors are pertinent:

- Education is the key to this integration (Weigand & Gibson, 2015).
- Tearing down barriers to the internet strengthens Belize's economic stature.
- Closing the technology gap is achieved by tearing down barriers between political and Belizean cultures.
- With adequate education, Belize communities can develop an autonomous society where people can view and process information and make logical conclusions on their own (Sipe-Haesemeyer, 2016).
- Through innovations in technology that have such an impact on developing countries, Belize can accelerate growth in all sectors of the country.
- The transmission of knowledge moves at a much higher pace than in the past through travel, media,

scientific and technical workshops, the internet, and many other communication channels (Archibugi & Pietrobelli, 2003).

Using technology in the curriculum, especially in primary school, develops cognitive abilities and builds a sound academic foundation. However, this does not automatically mean that developing countries benefit from technological innovations. On the contrary, technological advantage depends on the nature of the technology and the policies applied in both advanced and developing countries (Archibugi & Pietrobelli, 2003).

SPELIT Framework Analysis

SPELIT (social, political, economic, legal, intercultural, and technology) is a framework and analysis tool (Schmieder-Ramirez, 2018) (Appendix A, Table 1) that is used to analyze the social, political, economic, legal, intercultural, and technological environments of a country (Schmieder-Ramirez & Mallette, 2007). Belize's current state of educational technology infrastructure can be evaluated by the

SPELIT analysis method and technique for diagnosing implementation, technology transitions, or environmental interventions (Schmieder-Ramirez & Mallette, 2007). This approach can be aligned and delineated with a new outcome to systematically analyze the social, political, economic, legal, intercultural, and technological environments in Belize (Schmieder-Ramirez & Mallette, 2007). For Example, the social environment involves people-to-people interactions; political revolves around power; economic is the production and consumption of resources; legal involves contracts and the law; intercultural considers factors collaboration in a global setting; and technology interprets the advancements of the scientific revolution (Schmieder-Ramirez & Mallette, 2007).

Appendix A- Table 1 – SPELIT Framework Analysis identifies framework and perspectives in Belize. The study identifies framing and reframing of the four frames by Bolman & Deal (2003) four-point of reference are: 1) structural, 2) human resource, 3) political, and 4) symbolic (Bolman & Deal, 2003).

Each of these frames of reference is the point of view and valuable for evaluating the depth of Belize's environment. These four frames are incorporated into several categories of SPELIT analysis. Each of these frames is a point of view that can help assess the environment of situations, a physical community, or a symbolic/virtual community such as a professional society. These four frames are integrated into several categories of SPELIT analysis.

Closing the Gap and Developing Digital Access

Science and technology are critical to global economic and social development, yet the capacity for scientific innovation remains unequally distributed. The importance of collaboration development and building a technologically savvy educational system plays a vital role in developing research capacity. Also, knowledge and the socio-economic and political structures that facilitate its creation need novel reforms (Mormina, 2018). Extensive expansion is required to improve capacity requirements by going beyond the current disjointed approaches

The ability to create scientific and technological knowledge (S&T) and translate it into new products or processes is a crucial instrument of economic growth and development. However, S&T capacity is not equally allocated among societies. Understanding the substantial inequality offers a normative analysis of the global allocation of S&T capacity. S&T is two-fold: First, to outline an ethical framework to evaluate different arrangements and create a medium for digitally sharing scientific knowledge globally. Second, to inform policy and funding strategies for developing scientific capacity in low and middle-income countries (Mormina, 2018). The Belize Ministry of Education started a project to digitize course materials, so technology may deliver the content. (UNESCO.org, 2020).

Factors Influencing Technology Planning within schools in Belize

Factors influencing technology planning in Belize schools are playing a vital role in the development of educational technology. The

technology plans are influenced by factors emanating from within the country and outside its borders.

According to Jared Keengwe & Sandy Malapile:

Internal factors include the high prices and low effectiveness of services provided by technology-related multinational corporations in Developing Country (DC), the philosophical perspectives, and priorities of organizations foundations and development agencies are promoting the implementation of in DCs, pilot programs without sustainability, uncoordinated pilot projects, selling of refurbished computers for use at a large scale, and dominance of the English language in the software. External factors include international summits and conferences, global partnerships and establishment of international organizations, and technology-related multinational corporations (Keengwe & Malapile, 2013).

Technology Systems

The Belizean Information Technology Department (BITD) and Central Information

Technology Office (CITO) maintains all technology facets. This also includes the security of wireless development, educational technology, and other IT infrastructure responsibilities. CITO is committed to providing efficient and effective information technology and information systems services for the Belize government, the Wide Area Network, and the broader public service as required by the government. It does this through state-of-the-art Information and Communication Technology (ICT) services delivered by highly-qualified and dedicated ICT professionals cost-effectively and responsively. ICT also provides ongoing support for data security and the maintenance of computer systems. The educational technologies need more technological support from BITD for wireless services and computer devices such as laptops and tablets. This will ensure the effective and efficient use of IT resources in the education sector and innovative technological support to the Belizean school system.

The Belizean school system is based on the British system and has three levels: a) Primary Education; b) Secondary Education; and c) Tertiary

Education. There has been a positive change in secondary school, such as the Free Internet Access for Schools program by the Belize telecom company, Telemedia Limited, with assurances to offer free wireless internet connections to schools at speeds up to 256 Kilo Bits (KB) per second. The recommended bandwidth for conference calls, emails, YouTube, educational needs, and the Belizean government needs is at least 10 Mbps download speed and 1 Mbps upload rate per person (Haynes & Armstrong, 2020) (Appendix B: Internet Speed Examples).

The secondary school program's technological infrastructure needs an effective wireless system to accommodate children's capacity for a promising future. Internet access in Belize is widely available, but it is not cheap. Technological deficiency in current wireless and educational technology infrastructure in Belize, such as Wi-Fi, up to the secondary education level is not sufficient enough to keep up with technological changes. The students need to have laptops, desktops, tablets, and smart mobile phones to stay in school and not drop out. Belize also needs a robust and reliable Wi-Fi that is easy to use and

inexpensive to meet the secondary school's educational system's budget constraints. Belize needs a low-risk technological path to integrate wireless and internet networks, students, staff, and faculty and provide laptops and tablets. As well, the schools' Wi-Fi network design and device configuration should be easy to use (Cambium Networks, 2020).

Identification, Prioritization and Systems Design Life Cycle of Technologies Adaptation

In recent years, the Belize government has decided to spearhead initiatives to upgrade its technology for sustainable economic growth based on science and technological innovation. In the 21st Century, technical knowledge is one of the keys determining factors of Belize's level of technology design and development. The first step is designing a roadmap that defines the strategic focus of action, as determined by the Belizean government. The second part aims to develop a practical framework for the System Development Life Cycle (SDLC). Furthermore, to accomplish this, a greater understanding of best practices in the development of

SDLC would help Belize improve strategic planning and implement information technology and innovation (IT). A simple three-step approach to design and implement SDLC is to (1) Determine if Belize needs a strategic focus in developing an SDLC; (2) Assess the feasibility of Belize having a training center to help the country get the required talent, and (3) Fit directly with a technology system infrastructure for a transformative impact on various sectors such as education, science, and technology.

Recommendations:

1. The Belize government should provide high-speed internet infrastructure and technological platforms for all students.
2. The government of Belize needs to support digital access by investing in the accessibility of open education platforms. One such platform is Khan Academy for kids, a free, fun, educational program designed to inspire young children to become learners for life. Also, edX.org gives access to 2,500 plus online courses from 140 institutions.

3. The technology sector needs to decentralize and build Internet Service Providers. (ISP), wireless networks, and Wide Area Network (WAN) for better educational internet connectivity.

Conclusion

Bringing greater access to education through the usage of technology in Belize is essential to address the inequalities within the educational system and better prepare individuals for the workforce. The development of the technological infrastructure is necessary to allow students to develop their knowledge with social interaction through a digital platform and access to open education. Also, individuals disengaged before the COVID-19 shutdown can re-engage using different digital educational programs, making them lifelong learners. When societies learn to utilize their strength and resources, the feeling of ownership leads to determination (Weigand & Gibson, 2015). Knowledge acquired through the educational system, supplemented by information obtained through digital access, will enable the individual to seek careers

beyond current low-paying jobs. For these reasons, the high-speed internet infrastructure within the country must be developed, and technological platforms are made accessible to all students in Belize.

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Appendix A- Table 1 – SPELIT Framework Analysis
 (Schmieder-Ramirez & Mallett , 2007; Bolman & Deal,
 (2003)

SPELIT	Description	Framework	Perspective or Driving Force
S – Social	Social environment addresses the social character of an organization	This ecosystem would include Bolman & Deal's (2003) frames of reference, 1) structural, 2) human resource, 3) political, and 4) symbolic	Culturally and ethnically diverse, people are immigrating mainly from South American countries, and English is widely spoken.
P – Political	The political environment can address organizational structure and sources of power	This ecosystem would include Bolman & Deal's (2003) frames of reference, 1) structural, 2) human resource, 3) political, and 4) symbolic	Impediments in problem resolution for citizens due to bureaucratic red tape, corruption and no incentives for foreign investments
E – Economic	Economics environment addresses resources of an organization such as facilities, trucks, people, goodwill, or money	None	Tourism is the number one revenue generation, lacking natural resources, major exports are sugar, bananas, citrus, aquatic products, and among South America Belize is ranked 23 out of 32 countries. The real estate market still needs to be captured. Tax collections.
L – Legal	The illegal environment addressed the laws, customs, and ethics of the organization.	None	High level of corruption, weak legal systems, and needed reforms. Inaccurate land title leading to property dispute among landowners
I – Inter-cultural	Intercultural environment	This ecosystem would include Bolman & Deal's	The Belizean people are descendants of Mayan indigenous individuals.

	addresses culture and differences between cultures that would be a driver for an organization	(2003) frames of reference, 1) structural, 2) human resource, 3) political, and 4) symbolic	Over time, the people and culture were influenced by European cultures due to Spanish and British colonialization. A small minority of Dutch and German Mennonites also reside in Belize.
T – Technology	The technological environment includes the physical environment with basic tools such as shelter (facilities) and food (distribution channels)	This ecosystem would include Bolman & Deal's (2003) frames of reference, 1) structural, 2) human resource, 3) symbolic	Wi-Fi not readily available, unreliable in most parts, technology is old and challenging, limiting internet connectivity. The government has no proper budget or has digitized the country

Appendix B – Internet Speed Examples

How Much Internet Speed You Need to Work from Home (Haynes & Armstrong, 2020)

Video chat application	Min. upload speed	Min. download speed	Rec. upload speed	Rec. download speed
Zoom	600 Kbps	600 Kbps	1.8 Mbps	1.8 Mbps
Google Hangouts	3.2 Mbps	1.8 Mbps	3.2 Mbps	3.2 Mbps

Streaming Activity	Min. upload speed
Streaming music on Pandora or Spotify	1 Mbps
Streaming music or video on YouTube	2 Mbps
Streaming video on Netflix, Hulu, etc.	5 Mbps

**Daniel Loh****Abdullah Laique**

**Enhancing Leadership in the Ecuadorian Military:
Conversations on Leadership
With members of the Anti-terrorism Special
Forces and Intelligence Units and
With members of the Peacebuilding School**

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ABSTRACT

Militaries around the world are studying leadership and consider this training is giving them an advantage both on and off the battlefield. 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.

Key words:

Leadership, models, values, roles

FRAMING**Purpose**

The purpose of this project was to begin dialogue around leadership with the personnel of a Special Forces Unit, Grupo Especial De Operaciones (GEO), of the Ecuadorian Military. The project delivered a week of workshop sessions on leadership topics for military personnel within the unit. Many of these topics are not included in the present curriculum at any level within the Ecuadorian military. An opportunity to discuss the additional topics with personnel may lead to their inclusion in a revised curriculum. The intent was to have the personnel think about the concept of leadership within the military and identify personal and institutional ways to increase leadership capacity.

Project Deliverables

The project deliverables are listed in Table 1.

Table 1

Project Deliverables.

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Table 1

Project Deliverables.

DELIVERABLE	SPECIFICS
Creation of eight leadership posters	<ul style="list-style-type: none"> • Display in public areas in GEO • To generate thought and conversation
Provision of four workshops sessions	<ul style="list-style-type: none"> • To include an Interview Matrix • Delivered at GEO
Completion of a survey	<ul style="list-style-type: none"> • Gathering soldiers' personal views on leadership
Execution of a World Café	<ul style="list-style-type: none"> • To create an atmosphere conducive to thought and dialogue around military leadership
Completion of an exit survey	<ul style="list-style-type: none"> • To gauge interest in future workshops • To gain feedback

Significance of the Inquiry

This inquiry is of particular significance in that, to date, there have been no studies on leadership within the Ecuadorian military. Many militaries around the globe are teaching leadership within their organizations. According to General Carlos Obando, developed nations have a global obligation to support developing nations and this obligation extends to the military (personal communication, September 23, 2016). In 2012, “the Government of Canada declared engagement in the Americas a foreign policy priority,...with the Department of National Defense and the Canadian Armed Forces having an important role to play” (ND/CAF, 2014).

The findings of this study are significant to the Special Forces Unit which seeks to update the educational offerings in the institution to meet the needs of a new generation:

The missions and roles of the military have changed to meet the demands of more complex issues facing the military, of quickly advancing globalization and technology challenges. The military requires innovative ideas and an update to its definition of

leadership to improve performance on the world stage. (Personal communication, Lt. Col. Varela May 9, 2016).

The information from the present study will have practical significance for shaping leadership education within GEO and perhaps the larger military.

LITERATURE REVIEW

The literature review studied the role of leadership education within the context of the military in a developing nation and was restricted to literature written by Canadian or American military officers.

The literature review is organized in terms of the three areas listed in Table 2. First, values for military leadership are reviewed to help define the characteristics which education would seek to develop. Second, three leadership models that have potential for development within the Ecuadorian military are described and reviewed. Third, the changing role for soldiers within the twenty-first century that led to changes to the education of military personnel in North America are reviewed.

Literature Review Areas

AREA	SUBTOPIC
Values for Military Leadership	<ul style="list-style-type: none"> • Communication • Competing values • Changing values up chain of command
Leadership Models	<ul style="list-style-type: none"> • Values based leadership • Intent based leadership • Situational leadership
Expanding Roles for Soldiers	<ul style="list-style-type: none"> • Soldier as warrior • Soldier as diplomat • Soldier as scholar • Cultural intelligence

Values for Military Leadership

The Constitution of Ecuador (2008), Section Three, Article 159 states “obedience of orders from their superiors shall not exonerate those who carry them out from being held liable for them”. While militaries are strong hierarchical institutions, here the foundational document, the country’s constitution, lays out that everyone has direct liability for one’s own actions, even in times of conflict.

The Department of National Defence [DND], (2003) states that “The military ethos comprises

values, beliefs, and expectations that reflect core Canadian values, the imperatives of military professionalism and the requirements of operations”. The constitutions of both countries give the reader a strong sense of the values of citizens which are reflected in the actions of the military within their country and on the world stage in both peacekeeping and wartime settings.

The DND (2005) acknowledges that there will be times where tensions will arise due to the need to find ways to address issues where two or more values cannot be equally honored. This is most obviously observed during times of combat when mission achievement and keeping one’s troops out of harm’s way are not both possible. Although there are risks in making choices, responsible decision-making is the domain of all leaders. The DND (2007) states that “developing and honing skills such as problem solving, critical thinking and moral decision making will help leaders to determine the right balance in any given situation.” (p.23). Thus there is a need for the study of military leadership which embodies higher order thinking to bring resolution to today’s complex global problems.

Waddell III speaks to the change in values as military personnel climb the chain of command (1994). Waddell indicates that while working at the operational level the values for servicemen are occupational and move toward institutional values as military persons moves up in rank. Consequently, within any military unit there will be both shared and divergent values. An implication for leadership curriculum and development in the military is that changes in leadership need to be addressed as soldiers move up the chain of command and for different military operations.

Leadership Models

Authoritarian leadership was initially the predominant style within most armed forces around the globe but emergent research on followership points toward positive alternatives for these hierarchical institutions.

Values based leadership model. Values tell us what an organization regards as ethical for guiding activities and what characteristics it finds advantageous in its members. The DND (2007) states that “military leadership must be values based. This is particularly important in a security environment characterized by

complexity, ambiguity, volatility, uncertainty and danger” (p.3). Military leaders must be able to accomplish their assigned missions while protecting their troops to the best of their ability while anticipating and acclimatising to change and simultaneously representing the military values.

Intent based leadership model. Marquette (2012) shows that leaders can be developed at all levels. Personnel can take responsibility and contribute towards an organization’s goals so that an organization’s success rests on everyone’s shoulders. Marquette’s intent based leadership philosophy concludes that leaders must create environments where everyone contributes and feels valued – where every person is a leader.

Situational leadership model. Waddell (1994) believes no one theory of leadership is totally correct for all contexts. Waddell developed the Situational leadership model which espouses using differing leadership models depending on the maturity of the followers. Leaders need to delegate tasks and “empowering subordinates to accomplish the mission” (p.7). The further up the ladder a leader is, the more mature or senior his followers are and the more work

that can be delegated. Thus it becomes appropriate to change leadership styles. Leaders, as they rise in the ranks, need more vision and more long term planning as they strategize the implementation of “big” ideas. Cognitive complexity, as a consequence, must increase so that the abilities of the leader match the needs of the organization. At the same time, the need to maintain communication becomes increasingly important. Waddell feels that the most effective leaders are those who maintain the highest levels of exposure to their troops.

Expanding Roles for Soldiers

The Army Leadership document (AR, 2007) shows alignment with Clermont’s (2015) in exploring the new thinking militaries require for the future. Clermont calls upon the Canadian Armed Forces to “pursue the ongoing transformation process” that “demonstrate(s) the necessity for the institution to further develop... more cognitive, intellectual, and communication skills ... to reflect the nature of (current missions)” (p.25). Clement follows the literature which has documented the changing role for soldiers around the globe and the subsequent role for more far reaching knowledge,

especially “communication and cognitive skills” (p.34). He acknowledges that these skills take time to develop which points to the need to have leadership training at all levels of a soldier’s career.

Spencer and Balasevicius (2009), state that from a military perspective, cultural intelligence (CQ) “refers to the cognitive, motivational, and behavioral capacities to understand and effectively respond to the beliefs, values, attitudes, and behaviors of individuals and groups” (p.41). The fast pace of globalization: due to financial, economic, technological, political, ecological and sociological changes has caused an increasing clash of cultures around the world. Militaries need to expand their knowledge of other cultures and augment their theoretical understanding and their practical intercultural skills. Clark (2008) recognizes the slow acquisition of cultural intelligence and states that a continuous learning cycle must be started early and span a military person’s career.

The consensus is that the role of military personnel is rapidly changing to include additional characteristics that should be developed under the umbrella of leadership.

METHOD

Project Participants

The participants for this study were military personnel from the GEO and Intelligence Units of the Ecuadorian military, and the Peacekeeping School which has personnel from the army, navy and air force. Informed consent was obtained for all data collection.

Increasing Awareness of Leadership

The first activity was designed to create discussion. The researcher developed and displayed posters which contained a picture of a military action and a single word related to leadership. An example is provided in Figure 1.



Figure 1. Sample Poster

Workshops

Four leadership workshops designed to provide military personnel with information and opportunities for discussion were given to approximately 30 men per session.

Data Collection

The data for the present study was collected in four stages.

1. The first data collection involved administering an anonymous survey to 50 personnel.
2. The second data collection was completed using the Interview Matrix with the intent to discuss military leadership. As shown in Figure 1, there were four questions presented. There were three Interview Matrices each involving four soldiers who were organized in pairs. Following six rounds, the men from each group who addressed the same question amalgamated their findings, which were then presented to the entire group.



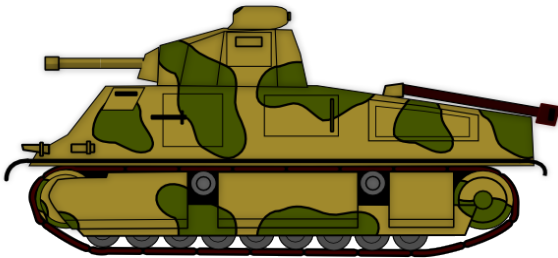
What is the most difficult part of being a leader?



Who has modelled strong leadership in your life, both inside and outside the military?



How can you improve
your leadership skills?



How do you measure the success of a leader?

Figure 2. Interview Matrix Questions

3. The World Café was conducted during the third stage of data collection. The intent was to create an atmosphere conducive to thought and dialogue around military leadership. Four soldiers were at each of four tables with a table host. Each table dealt with the following three questions:



GEO is an elite group. What makes GEO a strong leadership team?



Does leadership in the military differ in any way from leadership in civilian life?

If so, how?



How could the military help you become a stronger leader?

At the end of three twenty minute rounds the information was harvested and table hosts gave an overview of ideas coming from their table.

4. Finally, an Exit Survey was administered.

Using a variety of data collection procedures allowed for triangulation of the data, thereby contributing to a broad-based perspective.

Analysis

The responses to the two surveys were analyzed using standard formulas. For the questions that included “Other, please list”, the suggestions made were recorded.

The responses made during the Interview Matrix and the World Café were coded by the group leaders using instructions provided by the researcher. Comments were grouped together to form themes by the researcher which were used to develop the final recommendations

RESULTS

Survey

The survey results are presented in Table 3 and Table 4. The total number of respondents was 50.

As shown in Table 3, the soldiers identified leadership as an essential skill both now and in the future. Slightly more than three-quarters of the respondents indicated that fostering relationships with

military leaders would further their own development as military leaders. The next three ways for developing leaders were providing more resources (books, websites), more training and work opportunities.

Table 3

Summary of Survey Responses: Questions 1 to 6 and 8 to 9

Item		Yes		No		Uncertain	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	Do you see your leadership responsibilities within the military increasing over the next 5 – 10 year?	28	56.0	11	22.0	11	22.0
2.	Does working with the military motivate you to learn and develop your leadership skills?	47	94.0	2	4.0	1	2.0
3.	Does working in the military provide opportunities to demonstrate leadership skills?	46	92.0	4	8.0		
4.	At work, do you initiate leadership?	49	98.0	1	2.0		
5.	In what ways could the military foster leadership?						
	more training opportunities	16	32.0				
	more work opportunities	8	16.0				
	fostering relationships with others in leadership roles	39	78.0				
	providing more leadership resources (books, websites, etc.)	21	42.0				

	other, please list	9	18.0
6.	What leadership subjects would you like to explore more?		
	Leadership theories and styles	28	56.0
	Leadership characteristics	18	36.0
	Critical thinking	18	36.0
	Personal and positional power	9	18.0
	Conflict management skills	29	58.0
	Time management	8	16.0
	Cultural intelligence	18	36.0
	Awareness of Indigenous issues	5	10.0
	Gender issues	22	44.0
	E-leadership	4	8.0
	English language skills	17	34.0
	Other, please list _____		
8.	Where do you think that leadership should be taught in the Ecuadorian military?		
	Military High School	17	34.0
	Cadet School	29	58.0
	War College	8	16.0
	Military Academy	14	28.0
	Commando training	15	30.0
	Individual Units	37	74.0

The sixth question asked the respondents to select one or more of 11 leadership topics that each respondent would like to explore. The eighth survey question asked what type of unit each respondent thought leadership should be taught. The two most popular locations were the respondents own individual units and at the Cadet School.

All but two of the respondents indicated that they would like to know more about the North American military mentorship programs.

The seventh question required the respondents to rank 10 values from most important (1) to least important (10) for leaders in the Ecuadorian military. The values are listed from most important to least important in Table 4 together with their mean ranks. While the respondents were asked to rank the values, it should not be construed that the lower ranked values are not important. It may well be that all of the values are needed and the ranked list provides an indication of the order in which they should be treated in the new curriculum.

Table 4

Summary of Survey Responses: Question 7

Item	Mean Rank
What values are most important to leaders in the Ecuadorian military?	
Honesty	2.4
Commitment	3.5
Respectfulness	4.9
Dependability	5.2
Decisiveness	5.5
Intelligence	5.6
Courage	5.9
Flexibility	6.7
Resourcefulness	7.8
Enthusiasm	8.8

Interview Matrix

The themes derived from the responses of the 12 soldiers who participated in the Interview Matrix are listed in Table 5.

Table 5

Themes Derived from the Responses during the Interview Matrix

<i>What is the most difficult part of being a leader?</i>	<i>How do you measure the success of a leader?</i>
Soldiers Lack Confidence in Leader	Personal Characteristics of a Successful Leader
Undesirable Characteristics of Leader	Military Characteristics of a Successful Leader

<i>Who has modelled strong leadership in your life both inside and outside of the military?</i>	<i>How can you improve your leadership skills?</i>
Model for Leadership outside of the Military	Personal Military Learning to Improve Leadership
Model for Leadership within the Military	Soldiers Influence to Improve Leaderships

World Café

The themes derived from the responses of the 16 soldiers who participated in the World Café are listed in Table 6.

Table 6

Themes Derived from the Responses during the World Café

<i>GEO is an elite group. What makes GEO a strong leadership team?</i>	<i>How could the military help you to become a stronger leader?</i>
Values Adhered to by the Leadership	Individual Actions to become a Strong Leader
Leadership Involvement	Strong Leaders develop Strong Leadership Teams
Uniqueness of GEO	A Strong Leader is Concerned about his Officers and Non-officers
	Selection of Leaders

<i>Does leadership in the military differ in any way from leadership in civilian life? If so, how?</i>	
Characteristics Different between Military and in Civilian Life	Respect Differs between Military and Civilian Life
Discipline and Risk Differ between Military and Civilian Life	

Exit Survey

The results for exit survey are presented in Table 7. The total number of respondents was only 18 so care must be taken in using the results.

Table 7

Summary of Exit Survey

Item	f	%
Which sessions did you attend? Please check all that apply.		
Values Based Leadership on Monday	7	38.8
Conflict Resolution on Tuesday	11	61.1
Interview Matrix on Wednesday	9	50.0
World Café on Thursday	13	72.2
Foundational Leadership/Windup Activities	17	94.4
Please check the statement which <u>BEST</u> describes how much of the presentations you understood.		
I understood all of the presentation points	14	77.8
I understood most points but missed some details	4	22.2
I understood half of the presentation	0	0
I didn't understand the information presented	0	0
What did you enjoy about the presentations? Please check <u>ALL</u> the statements which apply		
I learned a lot over the course of the week about leadership	10	55.6
I learned a lot over the course of the week about Canada	6	33.3
The information has made me think more about my personal leadership	14	77.8
I felt comfortable sharing my opinions with the group	14	77.8
The format of the sessions was enjoyable	12	66.7
What would you change to make the presentations better? Please check <u>ALL</u> that apply.		
Smaller group size	0	0
Better translation services	1	6.6
Increased confidentiality of opinions	3	16.6

More time for discussion	14	77.8
Different topics	7	38.9

As shown in Table 7, the 18 soldiers who completed the exit survey had attended varying numbers of workshops as this was dependent on their work schedules for the week.

Question 2 asked the men to rate how well they understood the presentations, given that the presenter was English speaking with a Spanish translator. All of the respondents indicated a high degree of understanding.

Question 3 asked what the men enjoyed about the sessions and asked them to check all statements which applied. Slightly more than three quarters, 78%, indicated the information made them think more about their personal leadership and the same percentage indicated they felt comfortable sharing their opinions with the group.

The final question asked what the respondents would change to make the sessions better. Again, 78% indicated they would like more time for discussion.

IMPLICATIONS AND RECOMMENDATIONS

The purpose of the present project was to improve leadership within a Special Forces Unit, GEO.

Recommendations

The recommendations based on a synthesis of the literature review and the results are listed in Table 8. Further analysis is required to assess organization change readiness.

Table 8

Recommendations

INQUIRY RECOMMENDATIONS
1. Establish a Leadership Center pilot project within GEO
2. Repeat the present study with same and other units
3. Create a database of resources
4. Begin formal meetings with higher levels within the Ecuadorian military
5. Collaborate with other international militaries
6. Explore opportunities internationally for key personnel to further their training
7. Set up workshops with both Ecuadorian and international experts
8. Explore the mentorship model of leadership

Leadership Implications

During the week at GEO, the enthusiastic participation, animated conversations, insightful questions and positive body language all indicated a high level of interest and engagement in foundational leadership. There was an abundance of ideas generated to support leadership curriculum development within the military. Acceptance of new learning opportunities was openly embraced.

Implications for Future Inquiry

This is the first research into leadership within the Ecuadorian military so there are many avenues for future study. Replicating the action research at other units could be easily achieved and outcomes compared to this study. The inquiry methods are easily transferrable to other units and other arms of the Ecuadorian military. This rich data could be used to successfully implement leadership curriculum across the educational institutions of the Ecuadorian military.

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