

GLOBAL LEADERSHIP – WHERE IN THE WORLD IS LEADERSHIP EDUCATION?

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Presentation Track – Practice

Bueno and Tubbs' research identifies that leadership education and global leadership are analogous (2004). This presentation will address the challenge of designing and executing educational curricula to develop global leaders. It will address specific activities and convey some strategies to enhance the global perspectives and leadership of our students.

Professional Bios

Tony Andenoro, originally from Cleveland, Ohio, is a Doctoral Graduate student in the Department of Agricultural Education at Texas A&M University. His studies have a strong emphasis on Leadership Development, Creativity, and College Teaching. Tony earned his Bachelor of Science degree in Communication from the University of Toledo and his Master's in Educational Administration from Texas A&M University. He holds certifications in Professional College Teaching, Instructional Leadership Development, Diversity Education, and Administrative Leadership.

Holly Kasperbauer is a Master's Graduate student in the Department of Agricultural Education at Texas A&M University. Her research focus emphasizes teacher education, specifically with the student teacher relationship with the cooperating teacher. A native of Dedham, Iowa, Holly earned her Bachelor of Science degree in Agricultural Education from Iowa State University and received a minor in Horticulture in May 2003. Upon graduation, she moved to Texas to begin her graduate program at Texas A&M University and is scheduled to graduate in August 2005. After graduation, she will begin her career as a high school agricultural science teacher.

INTRODUCTION & BACKGROUND

The influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). These paradigms are critical to the development of effective global leadership. Thus leadership educators must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies. Currently in leadership education, there is an emerging priority to discuss the importance of global perspectives, but we barely scratch the surface of how we can teach and empower global leadership within our learners. DiStefano and Maznevski assert that global managers are expected to master an ever-expanding range of knowledge and skills, and educators are faced with the daunting task of preparing these managers to be as effective as possible (2003).

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

In 2005, a class was created at Texas A&M University within the Department of Agricultural Education to address the emerging need of Global Leadership Perspectives and Global Leadership Competencies within the agricultural development leadership curricula. The class was titled "ADEV 380 - The Global Leader – Addressing International Leadership Perspectives". The class dissects the competencies identified in Bueno & Tubbs' research (2004) and provides students with an opportunity to engage in application activities, to synthesize their knowledge of global perspectives, and more holistically develop followers.

The presentation will provide educators with an enhanced understanding of how to develop and empower global leadership in their students through use of innovative strategies and dynamic means.

LEARNING OBJECTIVES

At the conclusion of this session the participant (learner) will be able to:

1. Identify Global Leadership Competencies as noted by Bueno & Tubbs (2004)
2. Analyze current leadership education programs and practice for the application of global leadership initiatives
3. Develop enhanced leadership curriculum with regards to global perspectives as they relate to dynamic societies

How It Works

The class titled “ADEV 380 - The Global Leader – Addressing International Leadership Perspectives” develops a student’s understanding of global leadership through immersion, guided activities, and discussions of the six competencies of effective global leadership as outlined by Bueno and Tubbs (2004).

The immersion piece requires students to attend an immersion activity within the community addressing perspectives of a culture different from their own. This activity encourages students to develop perspectives of how their culture and the culture they view are different and identify what differences are critical to leadership in the chosen community. An example of this would be a student attending a Muslim student organization meeting and identifying that religion plays an integral role in the governance and leadership within Muslim communities.

Guided activities help to further an international perspective as students address and interpret case studies of leadership from the perspective the 36 global leaders listed in Stanford-Blair and Dickmann’s text, *Leading Coherently: Reflections from Leaders Around the World* (2005). The book acts as the students’ course text. The authors of this Sage publication qualitatively address the perspectives of global leaders providing a means for identifying competencies of global leadership and perspectives of how to influence people on global stage. Themes and trends are formed and developed within the text to provide a foundation for the students’ application of identified competencies.

The third piece is the most dramatic, as students are given an opportunity to discuss how the perspectives of the global leaders and competencies identified

by Bueno and Tubbs can be applied to their own leadership style and initiatives. These discussions are integral to the students' development as they synthesize perspectives and begin to develop an international perspective of leadership with respect to cultural perspectives.

Results to Date

Currently, this class is in the workshop stage of development. This means that the class has been departmentally accepted and can be taught three times prior to officially proposing it to University as registered course of study. We have met with groups of students and discussed their qualitative perspectives of the class. The results have been very favorable. Students have reported that they appreciate the knowledge gained from the course, as they feel it will make them more marketable graduates from the Agricultural Development major. They also appreciate the discussion and open debate concerning world politics and leadership. They add that the information within the case studies broaden their perspectives of the differences between corporate ideology and structure within the US culture and other cultures around the world.

Conclusions/Recommendations

Global leadership is an emerging priority within leadership education as educators attempt to develop students who will be successful leaders in our dynamic society. Thus it is critical to examine global leadership and introduce these fundamental perspectives and competencies to our students though

innovative curricula. Through inclusion of the six competencies of global leadership as outlined by Bueno and Tubbs (2004), students should begin to develop successful strategies for leading in a culturally and intellectually diverse society.

However, it is important to note that a major limitation of our perspectives on global leadership resides in the lack of ideas, research, and articles published on this topic from outside of the United States. Currently, the United States is the major source of publications on this increasingly important topic. As this biases our cultural perspective of global leadership, one would assert that it is critical to seek out and identify contributing sources to add to our cultural understanding of global leadership as it is viewed by educators and researchers outside of the United States.

References

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