



## Selected Proceedings from the 1999 annual conference of the International Leadership Association, October 22-24, Atlanta, Georgia USA

### Leadership Studies Programs in the Context of Globalization By Gamaliel Perruci

The use of the word "globalization" in academic circles has increased dramatically in recent years, reflecting our growing concern over changes in the international system.<sup>1</sup> As economic and political interdependence expands, so does the interest in preparing our students to face this global reality. Colleges and universities have responded to this seemingly new challenge by focusing more closely on the internationalization of their curriculum.<sup>2</sup> There is a certain "urgency" in the academic pronouncements. If we do not adjust to these evolving trends, we will be hopelessly left behind in the twentieth century. This paper reflects on the necessity of re-evaluating past academic practices dealing with Leadership Studies in light of global processes that are fundamentally changing the way our graduates relate to others in the marketplace.

Despite much discussion on campuses over internationalization, Leadership Studies programs across the United States have remained relatively timid on this issue, often disconnected from the "official" initiatives generated by their campus's office of international programs. While the programs seem to acknowledge that global interdependence is a reality, this realization is divorced from the main business of investigating leadership as an academic field. "Internationalization," therefore, remains a tangential debate in the Leadership Studies curriculum. This article argues that globalization not only suggests, but indeed it demands, a restructuring of Leadership Studies teaching in order to account for the transforming relationships taking place at the global level.

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**This paper reflects on the necessity of re-evaluating past academic practices dealing with Leadership Studies in light of global processes that are fundamentally changing the way our graduates relate to others in the marketplace**

The first section of this article explores the meaning of the word "globalization" in light of socioeconomic and political changes taking place in recent decades. In reality, globalization is not a new process. It can be traced to developments in Europe since the 1400s with the rise of commercial powers exploring new trade routes. The second section reviews the recent literature on Leadership Studies and suggests commonalities between the globalization debate and the study of leadership. The third section of the article explores themes associated with global leadership development. The fourth and final section suggests strategic ways to incorporate globalization into the teaching of leadership.

### **Globalization: Old and New Themes**

The 1990s may be recognized by historians one day as the "Decade of Globalization" simply because of the volume of publications on this subject.<sup>3</sup> Even in the popular media, we have grown accustomed to assessing economic news in light of the pervasive sense that we are living in a fundamentally different world compared to our grandparents' days. Electronic mail and fast transportation across the oceans have revolutionized our perception of distance and time.<sup>4</sup> The information revolution brought on by the Internet continues to amaze us with the new ways people relate to others and do business in cyberspace. While revolutionary in its own right, the current globalization wave is hardly a new process in world affairs.<sup>5</sup> In reality, it is part of an economic process dating back five centuries.

#### *Old Themes: Trade and Capital*

Long before the United States even existed as an independent country, European empires were fast at work developing a global marketplace. The main objective of this effort was to capitalize on the commodities that different parts of the world had to offer.<sup>6</sup> European explorers' great voyages brought spices and raw materials to the European nobility at an unprecedented rate. In the process, new trade routes were developed and the colonization of the New World and Asia brought cultures and economies into close contact. Globalization, therefore, began through the internationalization of trade.

Paul Kennedy attributes this rise of European dominance in the world to the development of "the long-range armed sailing ship."<sup>7</sup> For a Quechua-speaking descendant of the Incas high in the Andean mountains of Ayacucho, Peru, globalization started five centuries ago with Francisco Pizarro's arrival in search of gold and silver. The slave trade in the Caribbean and on Brazil's northeast coast mixed cultures and developed new economic activities for a global market – British and Portuguese investments in the sugar industry in the New World. The silver mines of Zacatecas in Mexico in the 1600s made Spain the envy of the world in wealth and power.

The internationalization of trade made possible the expansion of capitalism as a dominant paradigm in international affairs. As the nation-state came of age in the 1600s under mercantilism, the eighteenth century became the main battleground for the forces of globalization.<sup>8</sup> While mercantilism called for self-sufficiency and inward-

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looking economies, classical liberalism advocated the opening of markets for both imports and exports.

By the nineteenth century, mercantilism had receded, and British industrial power had emerged as the main defender of globalization – internationalization of trade. As the 1800s drew to a close, globalization had reached its maturity in relation to commercial relations. The European countries had established themselves as the dominant players in the global economy, while countries in Latin America and Asia played secondary roles as suppliers of raw materials.

The new century brought significant changes in the global balance of power that contributed to the next wave of globalization – the internationalization of capital. That is not to argue that before the 1900s there was no foreign investment. In the 1800s, European investors had been quite active in the Americas and Asia. However, those investments were tied directly to the globalization of commercial relations, since the railroads facilitated the transportation of raw materials from the mining sites to the ports.

The emergence of the United States as an economic superpower after World War II accelerated the globalization process. As a way of protecting its economic interests, the United States sponsored through the Bretton Woods system the creation of international institutions that promoted a Liberal International Economic Order (LIEO).<sup>9</sup> The General Agreement on Tariffs and Trade (GATT) became instrumental in reducing trade barriers, thus expanding commercial exchange. The International Monetary Fund (IMF) made resources available for countries to stabilize their currencies, which in turn facilitated more global economic exchange. Stable currencies under the hegemony of the dollar as the new international currency made the global markets safe for the internationalization of capital. The International Bank for Reconstruction and Development, better known as the World Bank, made capital available initially for the European reconstruction and later for development projects in the Third World. As those countries' domestic markets aggressively pursued industrialization, international capital expanded into new industrial sectors.

Possibly the most critical factor in the internationalization of capital was the expansion of foreign direct investment after World War II.<sup>10</sup> As the United States sponsored the creation of institutions under LIEO, economic stability provided a safe venue for capital crossing borders. By the 1970s, multinational corporations had become the great symbol of this new internationalization wave.<sup>11</sup>

As companies built an international perspective, they tied global trade to monetary stability in a way that completed the triangle – trade, finance, capital. Foreign investment by the 1980s came to represent not only the direct production of manufactured products overseas, but also the movement of capital in order to take advantage of foreign stock markets. Developing countries, in particular, became increasingly dependent on these funds for the availability of foreign exchange. By the end of the twentieth century, the world market had become functionally integrated to an unprecedented rate. Multinational corporations depend on free trade and

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monetary stability to maximize their profits. In turn, the more they invest in other countries, the more interconnected these economies become.

*New Theme: An International Labor Market*

Much of what is discussed nowadays in reference to globalization is simply the intensification of the two previous processes – the internationalization of trade and capital – which is leading to a third wave, the internationalization of labor.<sup>12</sup> Just as the nineteenth century witnessed the maturation of commercial relations among trade powers, the late twentieth century has experienced the coming of age of international capital. The end of the Cold War also has given more focus to the globalization issue because geoeconomic rivalries have replaced the superpower geopolitical confrontation. As economic issues have taken center stage in the national security discourse of many governments, we have increased our sensitivity (and vulnerability) to economic conflict.

While the twentieth century became the zenith of capital, the twenty-first century promises to be the age of an internationalized labor force. Changing patterns of migration are giving us a glimpse of what is ahead. We now hear of the "new immigrant" – a type of professional who sees the world as his/her domain for career fulfillment.<sup>13</sup> Cities are also being transformed by this incipient internationalization of labor. The rise of "global cities" reflects the complex tapestry that our societies are becoming with the confluence of immigrants.<sup>14</sup>

The United States, in particular, is becoming a laboratory for the clash between nationalism and internationalism. The Immigration and Naturalization Service (INS) has come under increasing pressure to re-evaluate its visa programs, particularly dealing with foreign professionals brought to the United States under the sponsorship of a national company (H-1B). High-technology companies have been aggressively lobbying Congress to increase the number of H-1B visas, and the INS finds itself unable to cope with its workload.<sup>15</sup>

While the United States has experienced different waves of immigration, this one promises to be significantly different. The general profile of the immigrant is changing. First, the internationalization of trade and capital has given a global language of cultural exchange that facilitates the entry of the immigrant into American culture. Immigrants are familiar with basic cultural values, particularly those championed by multinational corporations worldwide. The sportswear industry, for instance, has popularized certain symbols and slogans that cross borders and gain global acceptance. In a picture of a recent news report of an ethnic standoff in Kosovo between Albanians and Serbs, the Nike symbol could be prominently seen displayed in one of the participants' jackets.<sup>16</sup>

Second, increasing availability of communication and transportation allows the immigrant to remain closely connected to their place of origin. This factor allows the immigrant to retain some of his/her native cultural values. The Indian government, for instance, has been encouraging successful Indian entrepreneurs, who now live in the United States, to invest in the Indian educational system. Many of them have houses in both countries and spend the year shuttling between them.<sup>17</sup>

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We see here a basic paradox in the internationalization of labor. While the new immigrant is well versed in the global language of popular culture – Coca-Cola, McDonald's, and Windows 98 – he/she is not ready to give up the cultural norms of his/her ancestors.<sup>18</sup> In the United States, this paradox has created some xenophobic backlashes and legal disputes, such as state-level measures to make English the official language of government business in states with a large Hispanic or Asian population.<sup>19</sup>

Third, the new immigrants are better educated and often linked to businesses that require multilingual skills. As they marry the "natives," their family lives become an intricate mixture of multicultural expressions – hardly the Norman Rockwell picture of the American family in the 1950s. However, these new "post-Rockwell" families are just as adjusted and active in the communities and draw their identity from global values.

While the internationalization of trade and capital had a direct impact on college campuses in so far as it transformed the study of business and economics in general, the internationalization of labor promises to fundamentally change every discipline in the curriculum. In preparing to enter the labor market, students are asked to widen their cultural paradigm and adopt new survival strategies for the workplace. Our leadership students, as the next section discusses, will be no exception.

#### **New Programmatic Linkages**

The main argument in this article is that the internationalization of labor should have a direct impact on the way we develop Leadership Studies programs. Not only our communities are changing with the introduction of "new immigrants," but our colleges and universities are also changing their perspectives on education. The rise of "multiculturalism" and "cross-culturalism" in the late twentieth century at our campuses is hardly an accident.<sup>20</sup> Some institutions have tied this issue directly to the study of leadership, as the Multicultural Leadership Development Programs at the University of Arkansas at Pine Bluff and Oklahoma State University have demonstrated.<sup>21</sup>

Concern over multiculturalism coincides with the onset of a campus-wide debate over globalization precisely because of our increasing awareness that the global market is changing, and our communities are beginning to reflect these transformations. The concern with multiculturalism is only a subset of a more complex paradigm shift in the way human beings relate in the marketplace.<sup>22</sup> In this section the issue of globalization is tied to the study of leadership in academic settings.

#### *Facing Multiple Cultural Norms*

As world leaders gathered in Seattle in December of 1999 for trade negotiations under the auspices of the World Trade Organization – GATT's successor – a wide range of nongovernmental organizations (NGOs) turned the event into a global media frenzy with plenty of riot police and tear gas. NGOs were determined to make a stand against "globalization" – perceived as exploiting labor and destroying cultures and the environment. Ironically, the protesters made use of tools that are increasingly a part of globalization – information revolution, high-volume transoceanic transportation, multilingual communication technology. By turning

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against globalization, the protesters ended up advancing globalization processes through the building of a global labor consciousness – fighting for workers' rights.

The Seattle protesters, coming from all over the world, expressed a wide range of anxieties built up over centuries of increasingly contradictory global interdependence. For instance, Ibe Wilson, a young activist from Panama's indigenous Kuna ethnic group, explained his reasons for protesting in Seattle: "I want to defend the culture of the Kuna people. For 500 years, since the conquistadors, the powerful have come to our island, and they always have a different name. This time, the name is the WTO, but it's still the same thing. They come to destroy our biodiversity and to steal our indigenous knowledge."<sup>23</sup> In his attempt to "defend the culture," Wilson will become unknowingly a "foot-soldier" for the third wave of globalization.

We are entering new territory with the internationalization of labor, and so far the emerging picture is both exciting and frightening. Internationalization of trade took several centuries to mature and European cultural norms were assumed to be the dominant mode of exchange. Internationalization of capital added new players – the United States and Japan – as the carriers of a new form of postcolonial cultural imperialism. American culture, in particular, experienced an unprecedented level of popularity overseas as youth adopted many of the capitalistic consumer behaviors that the average American expressed.<sup>24</sup> They came to eat in the same fast-food places, while shopping for the same products in the same mall settings. They even watched the same television shows, while consuming the same bags of potato chips.

Contradictorily, while globalization fosters a common global cultural language, it also produces the atomization of societies by freeing the individual from community allegiance. Recent studies related to individualism reflect America's increasing preoccupation with the loss of community.<sup>25</sup> The teaching of leadership becomes a complex enterprise under the third wave of globalization. As J. Thomas Wren aptly proposes in his discussion of "the purpose of leadership," our students should be prepared to exercise leadership in service of society.<sup>26</sup> Globalization, however, complicates our notion of *society*: Whose society? The leader's? The follower's? Global society?

The anti-WTO protesters in Seattle had diverse notions of community, each customized to advance their individual interests. Through internationalization of labor, people are free to individualize their community through the cultural norms that they choose to follow. The teaching of leadership has to take into account this complex mixing of identities that leaders will find among his/her followers.

#### *Implications for Curriculum Development*

This paper has argued thus far that we are currently experiencing a transition to internationalization of labor. This transition has made us more aware of the importance of multicultural norms, while creating havoc in our understanding of what "normal" means. The pace of technological innovation that globalization is pushing forward is too fast to accommodate new paradigms. How do we build new paradigms in the middle of an ongoing "earthquake?" As we struggle to learn to cope with the "Information Age," Peter F. Drucker warns us about moving beyond the Information

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Revolution – "the future is already here."<sup>27</sup> Leadership development, therefore, has this urgency in mind: preparing individuals who can understand (and survive) globalization.

Leadership curriculum development can assume many different forms, depending on the institutional context under which it is implemented. There are at least three levels of understanding, and each reflects its preferred focus in curriculum development. First, leadership development can be conceptualized as the preparation of individuals who will literally face the world as their marketplace. Many business schools across the United States and Europe have developed programs that specifically target individuals who see themselves as "global leaders" in the sense that they operate at the international level. Fordham University in New York City, for instance, offers a "Transnational Master's in Business Administration" (TMBA). In its marketing literature, Fordham asks: "Prepared for the global business game?"<sup>28</sup> Its executive-style program is designed to prepare students for success in any global business environment.

Second, leadership development can be focused on the national arena. We find, in particular, two types of "national programs" – those focused on corporate America and those focused on the public sector. Programs for corporate America have dramatically expanded since the 1980s, based on the idea that globalization is bringing about a revolution in business leadership. American corporations are spending astronomical sums on leadership development. Founded in 1970, the Center for Creative Leadership in Greensboro, North Carolina, for instance, has become a leading training institution for leadership development in the private sector.<sup>29</sup> Programs focusing on political leadership are primarily interested in ways political leaders can affect the quality of national leadership. The Academy of Leadership at the University of Maryland, for instance, has become a leading institution in the training of political leaders.<sup>30</sup>

Third, leadership development can be targeted to individuals who see themselves as future leaders in local communities. Small liberal arts colleges and universities have been particularly active in linking community service to leadership development because of the assumption that local leaders can play a critical role in keeping communities thriving. Endowed under a gift in 1986 in memory of Bernard P. McDonough, Marietta College's McDonough Center for Leadership and Business, for instance, has an elaborate community service program, in which leadership students earn service hours.<sup>31</sup> As its publicity publications point out, "The Marietta model of leadership education asserts that citizen-leaders are responsible for identifying and solving the problems they face." Aside from the minor in Leadership Studies, the Center also offers a "Leader in Action" certificate, which includes an independent study project aimed to improve the local or college community. Students in the McDonough program are encouraged to adopt an activist view of their leadership skills and use the local community as their "laboratory."

Other similar models of leadership education in a liberal arts context have proliferated since the 1980s in the United States. Under a gift from Robert and Alice Jepson in 1988, the University of Richmond created the Jepson School of Leadership Studies, offering a major and a minor in Leadership Studies. The leadership school

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offers an extensive community service program that closely ties the Richmond community to the leadership development program.<sup>32</sup>

The foundations of these three distinct approaches to curriculum development (international, national, and local), however analytically coherent they may be, are coming under strain due to globalization. As internationalization of labor becomes the main theme of globalization in the new millennium, these analytical distinctions will blur and fuse. Just as earthquakes shatter neatly constructed buildings, so will globalization shatter leadership programs. As the labor force becomes more mobile, less loyal, and more individualistic and culturally savvy, the notions of national borders will crumble and along with them will go the isolation of even the smallest communities.<sup>33</sup>

The concept of leadership curriculum will have to be recast in light of these global transformations. The global leader is not only the one working at the headquarters of a large multinational corporation in New York or London. The leader in a mid-size city's youth center, for instance, will face "global issues" as the population's ethnic makeup changes and consumer patterns reflect marketing decisions made thousands of miles away. The mayor in a small town in Alabama will be just as hard-pressed to address "English as a Second Language" (ESL) issues as a large metropolis in California or Texas. In other words, internationalization of labor, coming on the heels of internationalization of capital, should be enough to mold any leadership program in the United States into a "global leadership development" program, regardless of the intended audience – international, national, or local.

The common theme running through these three levels (international, national, and local) is the growing importance of cultural awareness in dealing with leadership issues. Leaders cannot assume that followers will use the same cultural norms – let alone the same language. As a result, chances for miscommunication and misunderstandings grow exponentially with the further internationalization of labor. The new "global leader," therefore, has to be prepared to know where the fault lines are located in his/her organization/community and be able to anticipate where the ground will gape open in the ongoing earthquakes of globalization. Otherwise, his/her organization/community will be mercilessly swallowed and will disappear.

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#### *The Four "T"'s*

How do we encourage our leadership students to adopt a global perspective? Recent studies dealing with multinational corporations have provided suggestive strategies for the business world. In an insightful article, "Developing Leaders for the Global Frontier," Hal B. Gregersen, Allen J. Morrison, and J. Stewart Black proposed the use by corporations of leadership training programs that can prepare their employees to face globalization.<sup>34</sup> In their strategy, they propose four T's: travel, teams, training, and transfers. While their article does not address Leadership Studies programs at liberal arts colleges, their recommendations are applicable to that setting. Therefore, in this section I expand on their notion of the four T's and apply them to academic programs in Leadership Studies.

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The main argument in this paper has been that the third wave of globalization (internationalization of labor) will dramatically change the way organizations and communities interact. These transformations will pose a direct challenge to the effectiveness of leaders at all levels – local, national, and international. The main goal of leadership development, therefore, should be to prepare individuals to lead under diverse, fast changing environments. Leaders will have to understand a multiplicity of cultures and traditions, while dealing with a complex labor force. At the same time, they will have to motivate followers who show less loyalty under a more individualistic frame of reference. The leader of the twenty-first century will have to be the glue that will tie organizations/communities together.

**Travel.** Gregersen, Morrison, and Black argue that travel allows corporate leaders to see first-hand how their products are used in different cultures. We can expand this argument to say that travel allows future leaders to see where their followers come from – culturally, economically, and politically. Leadership Studies programs will have to encourage their students to travel abroad to experience the anxieties associated with cross-cultural communication. In recent years, colleges and universities have expanded study-abroad opportunities; leadership students should take full advantage of them. Foreign travel also helps build confidence and a high-comfort level in decision-making. Anyone trying to negotiate airline connections in a large foreign airport learns to appreciate quickly the importance of fast decision-making skills. Beyond that, traveling allows the leadership student to develop an appreciation for the richness of diverse cultures.

The teaching of leadership must take into account the importance of a foreign experience before graduation. Foreign travel exposes students to the contrasts of cultures. Service-learning projects have become in recent years a popular way to take groups on a short-term trip and allow the leadership students to work with a local group on a specific project – construction, summer camps for children, clean-up, etc. These trips allow for inter-cultural exchanges while exposing students to their first foreign travel. Birmingham-Southern College’s Hess Center for Leadership and Service has developed an excellent model for foreign service-learning projects. Every January, during the college’s winter term, students spend three weeks abroad – in diverse locations, such as India, Zimbabwe, Bolivia, and Brazil. This project is preceded by a semester-long preparation during which students learn about a particular country’s history and culture, as well as build the team and define its mission.

There are also advantages to providing leadership students with an opportunity for independent research travel. In particular, those who have traveled overseas before can benefit greatly from going alone and negotiating the terms of the experience. While group travel reduces the anxiety level, individual travel can be stressful, particularly in an environment that is dramatically different from American culture.

**Teams.** As internationalization of labor takes hold, our leadership students will have to engage in activities that will prepare them to be effective in an environment where many different cultural norms are used. The use of teams reflects the need to allow inclusive participation and consensus-building. Warren Bennis makes a persuasive

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argument that in a world of increasing globalization, "great leaders" are not enough: "What is needed today is Great Groups and great leaders, even teams of leaders."<sup>35</sup>

Leadership programs can benefit greatly from group projects linked to conceptions of international education as a way to develop expertise in cross-cultural communication. Our leaders need to be culturally sensitive to avoid wasting time and resources on fixing miscommunication. As James Champy argues, "American executives and business experts often assume that similar points of view reside beneath different cultures and customs. The most arrogant of these people think that American ideas dominate the world."<sup>36</sup>

Service-learning projects overseas are an excellent way to allow leadership students to build teams in a multicultural environment. In the Birmingham-Southern case, mentioned earlier, participants are expected to develop a group identity and function effectively while overseas. More advanced students take on leadership roles, while "first-timers" follow their lead.

Another way to emphasize team building in a cross-cultural context is through simulations. At Marietta College's McDonough Center for Leadership and Business, first year leadership students conduct a two-day simulation, called "Neighborhood," designed to expose students to diverse backgrounds. This simulation takes place during the second part of the Introduction to Leadership seminar, devoted to cross-cultural issues in leadership. Students role-play different socioeconomic groups while attempting to build a common agenda related to a specific scenario. In the process, they are asked to relate their experience to a wider conception of community.

**Training.** The first two Ts (travel and team building) are relatively superficial compared to the last two – training and transfers. Travel and group projects should whet students' appetites for a more substantive experience. They can find it in training and transfers. In training, we should focus on three types: language development, internships, and the development of facilitation skills.

As a way of increasing the meaningfulness of international exposure, students should be prepared to gain proficiency in a foreign language. Foreign language training continues to be an uneven component in our colleges' international education. Many colleges are expanding their offerings beyond the traditional Spanish, French, and German. Economic interdependence with Asian countries has added greater urgency on campuses for Chinese and Japanese. Since the end of the Cold War, the teaching of Russian has suffered greatly from the decline in financial support from the U.S. government. Along with that decline, we also have witnessed a reduction in students' interest in issues related to Russia. These fluctuations in the popularity of languages reflect the growing importance of globalization in curriculum development.

Internationalization of labor is heightening the need for our professionals to be fluent in at least one foreign language. Interest in Spanish has dramatically increased in the process. Colleges and universities are struggling to staff their Spanish classes. Students are also coming to college with a higher level of proficiency. In many cases,

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they can bypass the freshman-level introductory courses (101-102) and move directly to the intermediate-level courses.

Foreign-language training takes place not only on campus but overseas as well. Students are now encouraged to spend a summer – or even a semester – in another country studying the language. They can live with a host family while attending language classes. In the process, they return to the home campus completely fluent and prepared to take on bilingual environments after graduation. In responding to the third wave of globalization, Leadership Studies programs should embrace this training model – extensive language training on campus followed by a substantive overseas experience. The teaching of leadership should be closely tied to the teaching of languages.

Foreign Language Across the Curriculum (FLAC) courses have been particularly popular in area studies programs, such as Latin American Studies.<sup>37</sup> Leadership Studies programs should take advantage of FLAC initiatives to link leadership courses to language training. In reviewing different leadership models from other cultures, students should be encouraged to read accounts written in the cultures' native languages.

**The final component of leadership program development in the context of globalization should be the "transfer" of our students**

The second type of training refers to internship as a leadership development approach. As D. Douglas McKenna, general manager of leadership development for Microsoft Corporation, has argued, no matter how much academic learning one does about leadership, the real challenge is actually "doing it, and doing it well."<sup>38</sup>

Students should be asked to develop a summer-long internship opportunity overseas – an experience that can draw on language and specific academic skills, such as international business and health. The internship should be closely connected to the college curriculum to maximize the academic experience. The McDonough Program provides for a summer internship experience with a pre-departure orientation and a post-internship reflection. Both components carry academic credit and the students make an oral presentation to the leadership faculty.

The third type of training deals with facilitation skills. Internationalization of labor will require our graduates to master the ability to facilitate dialogue among diverse cultures. They will be asked to diffuse conflict due to miscommunication. Further, they will be expected to bridge cultural gaps while building consensus. The McDonough Program has become an active participant in the Foundation for Individual Responsibility and Social Trust (FIRST) National Deliberation Day program, founded in 1997. F.I.R.S.T. has labored to develop a Generational Action Plan to be presented to the presidential candidates in the 2000 elections. McDonough leadership students have been trained to facilitate discussions on the state of our communities. Beyond the upcoming elections, deliberation and facilitation skills have become an integral part of the McDonough Program's leadership development, with direct implications for the students' preparation for an internationalized labor force.

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**Transfers.** The final component of leadership program development in the context of globalization should be the "transfer" of our students. This refers to their opportunity to spend a significant amount of time overseas to immerse themselves in a foreign culture. Having whetted their appetite with short-term travel, they will be ready to take on what Gregersen, Morrison, and Black call the "mind-altering, head-cracking experiences" of living abroad.<sup>39</sup>

Leadership Studies programs can develop study-abroad opportunities for leadership students to spend a semester or even a year abroad. This can be accomplished in one of two ways. First, the program may develop its own study-abroad experience drawing from in-house resources, such as the faculty and student body. This strategy facilitates issues related to financial aid and tuition expenses. In-house study-abroad programs also increase the likelihood that courses taken overseas will count toward graduation requirements. Second, the Leadership Studies program may develop agreements with other institutions that offer overseas semester-abroad opportunities. These programs require careful consideration of the cost, competence of instructors, and transferability of the offered courses.

Beyond the semester-abroad opportunities, a Leadership Studies program can also develop experiences beyond graduation. It has become quite common, for instance, for students to defer entrance into medical, law, or graduate school for a year to take advantage of travel opportunities. Through a local chapter of the Rotary Club, for instance, students can gain access to funding for a year of graduate work overseas. The Leadership Studies program can also develop institutional agreements with colleges and universities overseas for the leadership graduates to teach English at the host institutions. Many foreign colleges are eager to host native English speakers, and the Leadership Studies program can be the link between the student and those foreign institutions.

### **Concluding Remarks**

This paper has argued that we are currently witnessing the transition from the height of internationalization of capital to an incipient internationalization of labor. This transformation has received considerable attention in colleges and universities under the rubric of "globalization." Revolutions in technology, transportation, and communications are destroying traditional conceptions of national borders and geographical distance. This dizzying pace has reached every segment of our lives in ways that are fundamentally changing the way people interact.

These developments are having a dramatic impact on the way that we conceptualize leadership. The recent focus in the Leadership Studies literature on the interaction between leaders and followers reflects this growing awareness that globalization demands adaptation to different norms of human relationships. The increasing pace of cross-cultural interaction alters our perspectives on discourse. Therefore, college graduates need to be prepared to succeed in an environment that calls for multicultural proficiency.

This paper suggests four main strategies for leadership studies programs to develop a response to globalization. First, we need to encourage our students to travel overseas in order to "whet their appetite" for other cultures. Related to that, we also

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need to "bring the world" to them through international speakers and international events. Second, we need to develop their ability to operate effectively in multicultural group-settings. Globalization is bringing together a growing number of diverse individuals, and they are asked to work together as teams. The teaching of leadership should include a strong component dealing with team building under multicultural environments. Third, we need to train our students in foreign language, through internships abroad, and through the development of conflict-resolution skills. Globalization, while bringing people together, also creates more striking contrasts between cultures. Our graduates, once placed in positions of leadership, will have to mediate cultural conflict in a way that enhances the organization's objectives. Fourth, we need to encourage our leadership students to have more substantive foreign experience through semester-abroad programs and post-graduate opportunities.

The third wave of globalization seems to an unstoppable force in today's marketplace. The teaching of leadership has to be adapted to accommodate the new requirements of a global workforce. In essence, we propose here the fusion of international education and Leadership Studies in a way that promotes a holistic view of the college experience. We know that our graduates will be encountering a global environment once they graduate. We also know that they will have leadership responsibilities. It is time to create intentional linkages between international education and Leadership Studies before the third wave of globalization swallows us.

## Notes

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[www.academy.umd.edu](http://www.academy.umd.edu). [\[return to text\]](#)
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