International Research Trends in HIGHER EDUCATION
The Global Leadership Context

Presented by
Eduardo R. Rivas, Ed.D.
Assistant Professor
Department of Higher Education, Organizational Leadership and Adult Education

Silvia Orta, Ed.D.
Assistant Professor
Department of Higher Education, Organizational Leadership and Adult Education
This session presents

- the international research trends within the higher education context and its importance to the overall field of higher education leadership.
- Theoretical Framework - moving towards enhancing global leadership competencies and share examples of research topics and titles; the connections to Higher Education; and the authors and experts in the field.
- A review of the importance of networking and global collaboration, including the leading organizations and publications; and
- The effects of social media on effective globally responsible leadership.
**Definition:**

*Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education* (Knight, 2015).
Internationalization of HE aims at producing "global citizens" (Dolby & Rahman, 2008).
• Education in its broadest functional terms prepares individuals for interaction within the social, economical, political, and cultural domains of daily life.

• Global education in its encompassing reach toward the macrocosm prepares populations in many countries to co-exist, particularly with information age technological innovations (Oaniran & Agnello, 2008).
Higher education is in a period of significant transformation globally. Universities are influenced by market forces, and are everywhere asked to be responsive to demands from students, the society, and the state (Albatch, & Peterson, 2008).
Assessment of HE Internationalization (HEI)

- The International Association of Universities (IAU) administered the 4th Global Survey on 2014.
- The survey included 1,336 institutions from 131 countries—garnering a 20% response rate.
- The survey assessed several factors including:
  - Leadership
  - Expected Benefits
  - Risks
  - Underlying Values
Key findings on the 4th Global Survey (Egron-Polak, 2014).

- **Leadership:** HEI is still largely driven by the top institutional leaders, with the presidents, vice chancellors or rectors ranked as the most important internal driver of this process.
- **Expected benefits:** the most significant benefit of the process student awareness of or engagement with international issues.
- **Risks:**
  - The inequality of access
  - The most important risk of internationalization is commercialization of education.
  - The top societal risk is: the unequal sharing of benefits of internationalization.
- **Underlying Values:** the largest number of respondents reported that their institution’s internationalization policy refers to “placing academic goals at the center of internationalization efforts”
Definition of Global Leadership

A conceptual framework of *globality* in leadership focusing on three critical dimensions: contextual, relational, and spatial-temporal elements of global leadership.

- **Complexity** – the contextual dimension
- **Flow** – the relational dimension, and
- **Presence** – the spatial-temporal dimension.

(Mendenhall, Osland, Bird, et. al, 2013).
Conceptual Framework: Dimensions...cont.

- **Complexity** – *the contextual dimension* with four characteristics of complexity:
  - multiplicity,
  - interdependence,
  - ambiguity, and
  - flux

- **Flow** – *the relational dimension, and*

- **Presence** – *the spatial-temporal dimension.*

(Mendenhall, Osland, Bird, et. al, 2013).
NEW CONCEPTS:

- Psycho-social elements of leadership and organizational effectiveness, such as conditioning, power, duty, dependence, and ethics (Luthans, Norman, Avolio, & Avey, 2008; Robinson & Harvey, 2008).


- The Semantic Economy (Satell, 2011)

- Develop psychological capital (Story, 2011).

- Entrepreneurial capability (EC) to capture a firm’s capacity to sense, select, and shape opportunities, and synchronize their strategic moves and resources in pursuit of these opportunities (Abdelgawad, Zahra, Svejenova, & Sapienza, 2013).

- Threshold model of collective behavior- Disruption (Satell, 2013)

- Global leadership communication (Lawrence, 2015).

- Decisions in crisis (McVicar, 2015).

- The paradigm of positive psychology (Allen & McCarthy, 2016).

- Holacracy, a new system of organizational governance (Hansen, 2016).

- Developing cross-cultural managerial skills through social media (Wankel, 2016)

- "The world is fast" by Thomas L. Friedman
HEI Processes: Integrating institutional policies and leadership
Massification and marketization of higher education have led to severe competition, and globalization has also led to more and more strategic alliances among multiple partners across national borders (Chang, 2004).

Globalization has not only shaped the world market but has also influenced postsecondary education (Allen, 2012).
• College degrees are increasingly a prerequisite for work and engaged citizenship.

• However, despite widely shared educational aspirations, there continue to be significant disparities among racial, ethnic, and economic groups in college access and success

  (Allen, 2012).
Internationalization has attained great significance in Higher Education, driven by both educational philosophy and commercial imperatives. Cultural change is implied as both a related process and as a goal. Culture might be conceived and linked to different orientations to internationalization (Lumpy & Foskett, 2015).
• Internationalization is not a goal but a means to enhance the quality of the education, research, and service functions of higher education (de Witt & Leask, 2015).

• The context influences the why, what, and the how of internationalization; therefore, the way in which internationalization of the curriculum is interpreted and enacted, is both similar and different across disciplines and fields of study (de Witt & Leask, 2015).

• There is no one model of internationalization fit for all higher education systems, institutions, and disciplines (de Witt & Leask, 2015).
• Institutions will vary substantially in the exact ways they approach more comprehensive and strategic internationalization.

• There is no best model per se; rather, there are several valid models.

• The “best” model for an institution is the one that fits its particular culture, capabilities, core values, and missions.

• Practice must be fashioned from within, but giving attention to the leadership and policy factors above in institutionally relevant terms helps to build success (Hudzig, 2015).
Challenges

- Disruptive innovations in business sectors are arguably triggered by the arrival of new competitors who disturb, or punctuate, an existing equilibrium. They can be aided by changes to a wider context.
- The ecosystem of professional services has seen major disruptions over the last 10 or 15 years.
- Pending disruptions in higher education, require many institutions to respond in new and innovative ways.
- Innovation in higher education in areas well beyond traditional research, knowledge transfer and the curriculum will be required to a much greater extent than in the past.  
  (Kennie & Price, 2012; Li-Hua, Wilson, Aoaud, & Li, 2011).
<table>
<thead>
<tr>
<th>From</th>
<th>To (or “to include”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability</td>
<td>Uncertainty</td>
</tr>
<tr>
<td>Cost Focus</td>
<td>Profit and margin focus</td>
</tr>
<tr>
<td>Higher Education Institutions</td>
<td>Diversity of Higher Education Providers</td>
</tr>
<tr>
<td>Research funding focused</td>
<td>Increased research selectivity and concentration of funding</td>
</tr>
<tr>
<td>National performance</td>
<td>Global performance for some, niche performance for others</td>
</tr>
<tr>
<td>Formulaic regulations</td>
<td>Reputation based regulation</td>
</tr>
<tr>
<td>Significant homogenization and squeezed middle</td>
<td>Variety and the development of a differentiated center</td>
</tr>
<tr>
<td>Planning</td>
<td>Innovation</td>
</tr>
<tr>
<td>HE Sector</td>
<td>HE Ecosystem</td>
</tr>
</tbody>
</table>
RESEARCH

• Results indicated that the number of research studies on international higher education has grown from 68 in 2002 to 472 in 2012, networks among researchers of higher education continue to operate largely within national borders and are still dominated by a few Western countries. While the 3362 researchers in international higher education came from 1164 different institutions/organizations around the world, only 11.3 % of articles were authored by researchers from at least two countries (Krause, Coates, & James, 2005).

• HE research trajectory (Dolby & Rahman, 2008).

• Higher education institutions responses to aspects of globalization and, in particular how organizational culture influences universities’ responses to globalization Burnett, & Huisman, 2010).

• The international evidence about emotional aspects related to educational leaders. The review focuses on empirical studies published in peer-refereed educational journals between 1992 and 2012 (Berkovich & Eyal, 2014).

• Philosophical frameworks that can provide a reasonable respect for cultural traditions and the rights of individuals to shape their own destinies (Arnove & Bull, 2015).

• Research related to themes studied under the label of transnational higher education and the future directions for research, including methodological issues and substantive concerns (Kosmützky, & Putty, 2016).
RESEARCH ON GLOBAL LEADERSHIP

- Leadership, governance and management are regarded as world-class and the practice of excellence in leadership attracts the same high esteem as excellence in research, teaching and learning. Contribution towards equipping current and future leaders in higher education with the skills and the awareness of good practice to help them respond to current and future challenges (Levitt, Goreham, & Diepeveen, 2011).

- Lessons from three decades of experience may have continuing utility. First, leadership development needs to be tailored to day-to-day management agendas, so that it is relevant and timely; second, it should challenge thinking and practice, as well as provide support and a safe space for discussion and experimentation; third, development needs to be conceived within a “whole-systems” philosophy of engagement at individuals, groups, and sector levels, if substantive change is the target; and fourth, if designed strategically, leadership development can offer much more than individual preparation and development, by providing a vehicle for developing academic business through relationships and partnerships, nationally and internationally (Middlehurst, 2012).
Current international research offers an emergent roadmap for the future of globally minded school leadership preparation and development. While the commonalities (e.g. standards and curriculum, clinical experience and mentorship) among approaches provide a framework for best practices, the anomalies, in particular gaps in preparation for innovation and rapid changes in societal culture, serve as a compass for reshaping leadership preparation globally. Current research draws our attention to the need for further inquiry for the advancements of globally minded leadership preparation (Tulowitzki, 2013).

NEUROLEADERSHIP is a new field of study drawing on the latest brain research to improve the quality of leadership and leadership development. The field is based on the neuroscience of four leadership activities: how leaders make decisions and solve problems, regulate their emotions, collaborate and facilitate change (Neuroleadership Institute, 2016).
GLOBAL LEADERSHIP SKILLS AND CHARACTERISTICS

Critical Skills for Effective Global Leadership (Vilet, 2013).

- Inquisitiveness,
- Dealing with multiple perspectives and ambiguity,
- Frame-shifting,
- Adapt and add value, and
- Multiple business models

Key characteristics of a global business leader (Clawson, 2014).

Skills for Overseas experience;
- Deep self-awareness,
- Sensitivity to cultural diversity,
- Humility,
- Lifelong curiosity,
- Cautious honesty,
- Global strategic thinking,
- Patiently impatient,
- Well-spoken, and
- Good negotiator
GLOBAL LEADERSHIP CAPABILITIES

- The importance of teamwork, conflict management, and organizational diversity are essential in the current and future success of global organizations (Smith, 2015).

- First line leadership appears to require four core capabilities (MHI Global Inc, 2015).
  - Involve,
  - Encourage,
  - Guide, and
  - Develop

- Leading across cultures requires flexibility and curiosity (Rowland, 2016).
Brake’s Global Leadership Triad

The realities of globalization, with increasing emphasis on emerging markets, present corporate leaders with enormous challenges in developing the leaders required to run global organizations. Too many multinational companies — particularly Japanese, Indian, German, and some American ones — still concentrate vital decisions in the hands of a small group of trusted leaders from their home country. They hire technical specialists, local experts, and country managers from emerging markets but rarely promote them to corporate positions. Instead, they groom future global leaders from the headquarters nation by sending them on overseas appointments.

This approach worked relatively well for companies selling standard products in developed markets, but as multinationals transition into truly global organizations relying on emerging markets for growth, it’s far from adequate. In order to adapt to local cultures and market needs, companies must shift to decentralized, collaborative decision-making. That requires developing many leaders capable of working anywhere.

New approaches for developing global leaders are required:

• The diversity of top leadership should reflect the diversity of the organization’s customers.
• Global leaders must be effective in aligning employees around the company’s mission and values, empowering people to lead, and collaborating horizontally rather than managing vertically.
• Rather than concentrating on the top 50 leaders, global companies/organizations need to develop hundreds, even thousands, of leaders comfortable operating in a variety of cultures.
• Developing global leaders with cultural sensitivities and collaborative skills requires greater focus on emotional intelligence, self-awareness, and empowerment than on traditional management skills.

To understand these approaches, let’s examine what leading global companies are doing.
Create diversity among senior leadership.

To make sound decisions, companies need a diverse set of leaders who have deep understanding of their local customers, especially those in emerging markets. Opportunities at the highest levels, including C-suite and CEO, must be open to people of all national origins. Atlanta-based Coca-Cola is a pioneer in geographic diversity. As early as the 1960s, the company was run by South African Paul Austin. Since that time, Coca-Cola has had Cuban, Australian, and Irish CEOs, leading to today’s CEO, Turkish-American Muhtar Kent. Over the past decade two Swiss companies, Nestle and Novartis, have made dramatic shifts from Swiss-dominated boards and executive leadership to a diverse set of nationalities. Both now have non-Swiss majorities on their boards and several business units based outside Switzerland. Nestle’s executive board represents ten different nationalities, while 80% of Novartis executives come from outside Switzerland (George, B. February 17, 2012)
Focus on values, not hierarchy.

The characteristics of successful global leaders today are quite different than traditional hierarchical managers. They need high levels of emotional intelligence and self-awareness to unite people of different cultures, many who are new to the enterprise, around the organization’s mission and its values and empower them to make decisions without waiting for higher-level directions.

Samuel Palmisano, IBM’s chairman and former CEO, recognized that IBM’s traditional hierarchical structure would not be effective in the 21st century because it was dominated by product and market silos. In 2003 he reorganized the company into an “integrated global enterprise” based on leading by values and collaboration, and uses special bonuses to empower leaders to extend IBM’s culture globally.
Broaden the reach of leadership development.

Collaborative organizations like IBM’s require far more leaders than the traditional focus on a select group of top leaders. With flatter organizations and decentralization of power, corporations must develop savvy global leaders capable of operating locally and globally simultaneously. IBM’s former chief learning officer recently estimated that IBM will need 50,000 leaders in the future. Unilever has more than half of its business in Asia, and that percentage will continue to increase. The company has undertaken a major initiative to develop 500 global leaders in intensive leadership development programs to prepare them for expanded roles. According to CEO Paul Polman, “Unilever’s Leadership Development Program prepares our future leaders for an increasingly volatile and uncertain world where the only true differentiation is the quality of leadership.” To be effective in global roles, leaders require experience working and living in multiple countries. Extensive travel overseas is no substitute for living there, gaining fluency in local languages, and deeply immersing in the culture. German chemical maker Henkel, whose executives come from a diverse set of countries, insists they live in at least two different countries before being considered for promotion.
New methods for developing global leaders.

Developing global leaders necessitates a shift from focusing on management skills to helping leaders be effective in different cultures by increasing their self-awareness, emotional intelligence, and resilience. Dean Nitin Nohria at Harvard Business School recently sent 900 MBA students overseas to work with companies in countries where they have neither lived nor worked.

It’s not enough just to work overseas. To process and learn from their experiences, individuals should utilize introspective practices like journaling, meditation or prayer, and develop support networks of peers like True North Groups. There they can consult confidentially with people they trust about important decisions and have honest conversations about their dilemmas, mistakes, and challenges. These experiences enable leaders to develop the self-mastery and appreciation and acceptance of people from diverse backgrounds required to become effective global leaders.

These methods of developing global leaders for the future are still in their infancy phase, but there is little doubt that they will have a profound impact on developing global leaders in the years ahead.
Ready-Now Leaders

The Global Leadership Forecast 2014|2015

A joint project of Development Dimensions International (DDI) and the Conference Board.

Ready-Now Leaders:
25 Findings to Meet Tomorrow’s Business Challenges

Global Leadership Forecast 2014 | 2015
This *Global Leadership Forecast 2014|2015* is the seventh report since Development Dimensions International (DDI) began this research in 1999. The current report—a joint effort of DDI and The Conference Board—includes survey responses from 13,124 leaders; 1,528 global human resource executives; and 2,031 participating organizations. To ensure that no individual organization dominated the overall results, a random sample was taken from any organization whose leaders comprised more than 1 percent of the global sample. Leader demographics are shown on the following slide.

The record-breaking size of the participant pool gave the researchers sufficient sample sizes so that they could look at their findings from many points of view. They were able to dissect findings based on diverse perspectives spanning leaders and HR professionals, four leader levels, gender, 48 countries across all regions, 32 major industry categories, and multinationals versus local corporations. Special topical reports and separate country reports are available at [www.ddiworld.com/glf2014](http://www.ddiworld.com/glf2014).
High Resolution Leadership

A joint project of Development Dimensions International (DDI) and the Conference Board.

High-Resolution Leadership:
A Synthesis of 15,000 Assessments into How Leaders Shape the Business Landscape


International Research Trends in HIGHER EDUCATION

The Global Leadership Context

Presented by
Eduardo R. Rivas, Ed.D.
Assistant Professor
Department of Higher Education, Organizational Leadership and Adult Education

Silvia Orta, Ed.D.
Assistant Professor
Department of Higher Education, Organizational Leadership and Adult Education

NOVA SOUTHEASTERN UNIVERSITY
Abraham S. Fischler College of Education