



NATIONAL LEADERSHIP SYMPOSIUM PROCEEDINGS



19TH ANNUAL NATIONAL LEADERSHIP SYMPOSIUM, JULY 2009:
EDUCATING TOMORROW'S LEADERS THROUGH CONTEMPORARY LEARNING ORGANIZATIONS

2009 National Leadership Symposium

From the Co-Chairs

by Karl Brooks and Dr. Lucy Croft, the National Leadership Symposium Co-Chairs

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The National Leadership Symposium was held July 9-12, 2009 at the University of Richmond.

The National Leadership Symposium is a joint program coordinated by the National Association for Campus Activities (NACA) and the National Clearinghouse for Leadership Programs (NCLP).

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Recognizing the challenges and opportunities today's globalization process presents to our social, physical, and economic world, our quest to provide a framework to the 2009 National Leadership Symposium left our planning committee with many considerations. During our planning discussions, we clearly affirmed the important role higher education must play in actively preparing students for responding to various demands surrounding global development and the change process. Although we humbly acknowledge as co-chairs that we were novices to the deeper empirical issues surrounding global leadership development, we astutely recognized that our current limitations may simply reflect the broader knowledge that many leadership educators lacked, yet desired, in their effort to engage undergraduate students on the importance of global leadership competencies and behaviors. While we were confident that many leadership educators could identify leaders who have had a global impact (i.e. Gandhi, Mother Teresa, Cesar Chavez, Nelson Mandela, etc.), many questions were raised with regards to preparing students to be leaders in a global context. Some of the broader questions that guided our interest and direction included:

- What does it mean to prepare undergraduate students for a global society?
- How do (or can) leadership development programs contribute to this process?

- Is it possible for leadership educators to identify key competencies and concrete experiences that influence the development of global leaders?
- What does it mean to have a global leadership mindset?
- How should programs intentionally engage students' interest toward understanding global issues and increase their commitment to supporting the development of resources that assist in addressing current and emerging global challenges?

It would be an understatement to say we didn't have many questions that supported our journey throughout the process; however, we knew engaging symposium attendees on the selected theme for the symposium, *Leadership in a Global Context*, would be worthy of our best planning effort. As our planning progressed, we sincerely believed the learning opportunity would enlighten an informed perspective, yet continue to affirm the important work leadership educators facilitate in preparing students to share their emerging talents and gifts.

To answer our questions that guided our agenda for the Symposium, we first turned to the *GLOBE Research Project*, which consisted of 170 social scientists and management scholars from 62 cultures representing all major regions throughout the world that are engaged in this long-term programmatic series of cross-cultural leader-

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Framing: Leadership in a Global Context

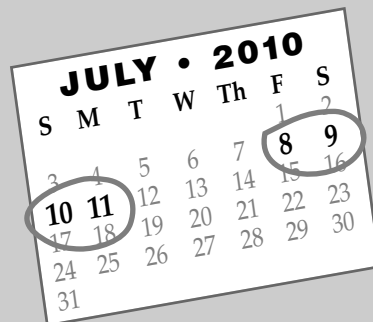
Through get acquainted activities, discussion, presentations, and self-assessment, the scholars and the co-chairs kicked off the 2009 National Leadership Symposium. Dr. Joyce Osland brought everyone to their feet and got participant's minds centered on leadership in a global context. By asking participants to share where they have lived and where they are from through post-it notes and a human map, symposium attendees began to see the diversity of experiences and backgrounds present. Further, through discussion of global leaders, it was evident that participants all began the symposium with multiple views on the subject. Finally, through a thought-provoking video with facts about the state of the world, Dr. Osland generated great energy about the need for truly global leaders in the 21st century.

Dr. Peter Dorfman built upon Dr. Osland's remarks and activities and set the stage for his scholarly presentation. Through a set of images of contradictions, such as a 24 hour fitness with an escalator, Dr. Dorfman highlighted the complexities of conducting research on global leadership. He previewed the information he would share from the GLOBE study and left participants thinking about the many ways leadership is conceptualized around the world.

Dr. Barbara Crosby provided a perspective that brought together the individual nature of Dr. Osland's introduction and the research focus of Dr. Dorfman's framing to provide a context for re-centering global leadership. Dr. Crosby opened her presentation with a reminder that it was time to "turn the kaleidoscope" and highlighted the complexities associated with the symposium topic, particularly those of language and the overwhelming nature of the subject. Citing a quote by Hubert H.

Humphrey, Dr. Crosby shared, "we have to decide today if we are going to design the future or resign ourselves to it." This concept of change agency and a call to public service in an increasingly complex society framed the way in which Dr. Crosby approached the concept of leadership in a global society. Her focus on advancing the common good in a complicated world comes through a focus on the context of the needs and responsibilities balanced with a personal passion about a problem, need, or opportunity.

Through each scholar's introduction, the participants began to appreciate the diverse ways in which the topic of the symposium would be shared and integrated throughout our four days in Richmond. In addition to hearing from the scholars directly, each participant was able to take their own personal global leadership self-assessment, the Intercultural Effectiveness Scale (IES) as a way to create an individual starting point for the symposium. This opening session not only set the context for the content of the symposium, but also allowed participants to begin to build the lasting relationships which were formed during the 2009 National Leadership Symposium. 🏠



The 20th Annual National Leadership Symposium

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Sponsored by the National Clearinghouse for Leadership Programs and the National Association for Campus Activities.

Participants in the 2010 National Leadership Symposium will:

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- Create environments that promote meaningful and measurable learning.
- Foster a learning environment that will promote transformative learning in the context of leadership.
- Develop a network of practitioners, educators, and scholars that can be used to augment their current understanding of leadership.

2009 National Leadership Symposium

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ship studies. In search of a scholar directly involved with the GLOBE initiative, Dr. Peter Dorfman accepted our planning committee invitation. We were confident that Dr. Dorfman would support a framework based on the data that emerged from the GLOBE project. As we continued to evaluate the mix of scholars and their valued expertise, our quest led us to the work of Dr. Joyce Osland and Dr. Barbara Crosby based on their outstanding contributions to the literature on global leadership, as well as processes for encouraging behaviors that support policy change outcomes.

Dr. Joyce Osland's work in deeper learning related to developing global leadership and responding to the complexity of the subject matter was a natural selection. Her foundation for establishing a global mindset paved the way to address some of our primary questions related to how global leaders differ from our understanding of traditional leadership. Realizing the complexity of the topic and the need for putting theory into practice, we invited Dr. Barbara Crosby to direct the discussion towards higher education and what it means to actively cultivate campus stakeholders who can identify global cares and concerns that are connected to common interest and personal relevance.

As we further considered the anticipated needs of symposium attendees, we recognized that exploring leadership in a global context would require us to provide an experiential process that would support meaningful reflection. With this perspective in mind, we thought deeply about providing participants with an experience that would be both informative to their work, but also transforming in their journey toward understanding their own global mindset. In consultation with our symposium scholars, this led us to include the *IES* (Intercultural Effectiveness Scale), as well as other experiential activities to complement an engaging experience for participants. In supporting the learning experience, our desire was to affirm the global challenges leadership educators must embrace and understand if they are going to serve as facilitators of intentionally designed programs. This is especially true if the outcomes for students result in the development of global competencies and interests in addressing issues that could influence a global leadership agenda.

As we engaged the symposium experience with participants, we were inspired by the many important messages and insights shared by scholars and attendees along the journey. None was more relevant than a call to act with intention, particularly as educators committed to supporting important outcomes for students that will inspire them to act with purpose. Hearing a reference

to a RAND publication that predicts a future scarcity of global leaders in the for-profit, public, and non-profit sectors, clearly reminded us that as educators, we must engage in this meaningful work with colleagues at our respective campuses.

We conclude our comments with a final perspective that was drawn from the symposium in hopes that we, as leadership educators, will continue to challenge ourselves to grow and expand beyond our own borders for the common good. This is a commitment to a process of developing our students and ourselves to become global leaders. Certainly, there is complexity and risk involved in this process. However, the challenge for educators engaged in leadership development programs is to find creative and meaningful ways to engage students. Our worthy effort should increase their interest and commitment to gaining access to resources that support active participation in our global community.

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Peter Dorfman: Leadership, Culture, and Organizations

By Ashley Kehoe

Dr. Peter Dorfman serves as a management professor at New Mexico State University and as co-investigator on the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research team. He has researched, written, and consulted extensively on the subjects of human resources management, organizational leadership, and cross-cultural perceptions and practices of leadership. At the 2009 National Leadership Symposium, Dr. Dorfman's research experience and insights provided a foundational understanding of leadership in a global context, and allowed for in-depth navigation of the concepts and constructs identified and explored by his fellow scholars and symposium participants.

Dr. Dorfman described his research interest as centering on the question of whether or not there is a convergence or divergence of leadership processes globally. In his presentation of the GLOBE data, and in sharing his own cross-cultural experiences, Dr. Dorfman conclusively expressed that it may be a little bit of both, that though the bend of researchers is often to identify differences, similarities are also evident. Through the GLOBE study, he and his fellow researchers have sought to identify whether culture matters to leadership, and if so, to potentially describe how. His presentation at the symposium effectively demonstrated that both intellectual and lived aspects of culture do have an impact on and implications for perceptions of leadership, and that some aspects of leadership seem to remain constant across cultural lines.

As a personal and engaging example, Dr. Dorfman posed the following question to symposium participants: "What does the word deadline mean to you?" He then described the ways in which organizational leaders and cultures can have varying understandings of deadlines, as rigid or fluid, impera-

tive or insignificant. He used this example of wide-ranging definitions of deadlines, a common point of contention in coordinating a global research study, as a microcosmic example of just how powerful culture can be. In order to lay the groundwork for understanding the GLOBE study, and to demonstrate the influence of culture, Dr. Dorfman detailed the complexity of attempting to coordinate a global study of leadership, which involves multiple conceptualizations of and methodologies for conducting research.

With over 170 scholars representing more than 60 countries involved in the project, the design of the GLOBE study essentially mirrors the topic it seeks to explore. Dr. Dorfman candidly described the difficulty of coordinating such an expansive global study, but also explained how the internationally collaborative design has served to enhance the authenticity of the project. Ultimately, he explained that although frustrating at times, involving business leaders from multiple countries in the research process has allowed the team to dig below the surface to a deeper level of cultural understanding.

Overall, Dr. Dorfman shared that the findings of the initial phases of the GLOBE study indicate that countries place different levels of value on leadership dimensions of assertiveness, future

orientation, gender egalitarianism, humane orientation, collectivism, performance orientation, power distance, and uncertainty avoidance. He also shared, however, that the researchers have identified universally positive leadership attributes, such as integrity. In future phases of research, the investigators will seek to explore whether or not an abstract concept like integrity means the same thing globally by linking the leadership attribute to leadership behaviors, and considering the function and impact of the universally positive leadership behaviors within their cultural context.

Ultimately, the GLOBE study provides a lens for educators to more deeply understand the relationship between leadership and culture. It is interesting to note the applicability of this study to the increasingly diverse landscape of higher education. On a metaphorical level, these findings can be applied to an individual institution, where multiple leadership values and practices coexist, and leadership language translation sometimes seems necessary just to communicate effectively with offices across campus. More broadly, this study has implications for working with a diverse student body that brings multiple conceptualizations of leadership to a single institution. As educators, this basic understanding of how leadership is understood across geographical and cultural lines can inform our practice and program design to more intentionally and concretely define what leadership means and how it is practiced to reflect the global perspectives of our students, faculty, staff, and the communities in which our campuses are situated. ■

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Joyce Osland: Developing Global Leadership in University Students

By Beth Niehaus

Following Dr. Peter Dorfman's description of the GLOBE study of culture and leadership, Dr. Joyce Osland focused her talk on the practicalities of fostering global leadership development through courses and co-curricular programs. Dr. Osland began with a description of the two global leadership programs she oversees at San Jose State University – The Global Leadership Lab and Passport program. The purpose of these programs is to educate students to work more effectively in global settings, with a vision of developing global leaders to prevent and solve global problems. The Global Leadership Lab, which is offered as an undergraduate course, is based on an assessment-centered model. Students are assessed on a variety of skills at the beginning of the course, given specific training throughout the semester, and then reassessed at the end of the course to determine their learning. The assessment data from the lab are used both for the individual development of students in the program as well as aggregate research on global leadership development.

While the Global Leadership Lab is open to all students, Dr. Osland's Passport Program enrolls a select group of students from across disciplines and majors. Selected students increase their global awareness and skills through involvement in curricular and co-curricular global leadership activities. Students receive a physical "passport" at the beginning of the program and are given stamps for each activity they complete. Passport program activities draw from a range of activities around campus, including study abroad, lectures, and academic courses.

Throughout each of these programs, Dr. Osland utilizes a variety of strategies to promote students' global leadership development. Dr. Osland's overriding approach is to focus on the transformational nature

of global leadership development and to focus on the experiential activities that provide the most potential for this type of transformation. For example, in the Global Leadership Lab, Dr. Osland frequently engages students in simulations so that they can gain hands-on experience dealing with a variety of challenges that face those engaging in global leadership. Often these simulations have no easy answer, and undergraduates (and instructors!) may find that ambiguity quite challenging.

Another strategy Dr. Osland uses in promoting global leadership development is to leverage the diversity in the surrounding community. As Dr. Osland explained, "there are some global programs out there that have a lot of money and can afford to send students overseas, which is great, but...that is not in the picture; I figure the next best thing is to be able to send my students to a local ethnic community and have them do a project there." She frequently engages students in community-based learning projects, mentoring, and leadership opportunities, frequently culminating in social innovation projects. While these experiences are not international, they are global in nature in that students must learn to interact and work with people from a variety of cultural backgrounds. They also gain valuable experience entering a community, figuring out the power structure, diagnosing community needs, and developing a plan of action to work with the community to address those needs.

"While the Global Leadership Lab is open to all students, Dr. Osland's Passport Program enrolls a select group of students from across disciplines and majors."

A final global leadership development strategy that Dr. Osland described during her discussion is teaching students the skill of code-switching. As Dr. Osland explained, code-switching is a term used by linguists to describe how people who are proficient in multiple languages or dialects switch between these linguistic systems in various environments. Dr. Osland asserted that global leaders code switch in much the same way, varying their language and behavior as appropriate in different settings. Dr. Osland uses a four-step model to help students learn how to change their behavior in an unfamiliar situation. After identifying a situation in which they would like to develop the ability to act appropriately, students diagnose the appropriate behavior through observations of and interviews with people who are proficient at the desired behavior and situation. Second, students practice the correct behavior in a simulated environment, and then reflect on their thoughts and feeling associated with the experience. Finally, students actually practice the behavior in a real-life situation and receive feedback on their behavior.

After describing the practical issues involved in implementing a global leadership program and strategies for global leadership development, Dr. Osland stressed the importance of having a developmental model to guide global leadership programs. Dr. Osland's own programs are based on her research on expert cognition and her pyramid model of

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Joyce Osland

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global leadership development (slightly adjusted for students). The pyramid model provides a model of the competencies needed for global leadership, while Dr. Osland's work on expert cognition explores how global leaders act in challenging situations.

Dr. Osland uses a modified version of the pyramid model with undergraduate students (a full description of the model can be found in chapter 3 of *Global Leadership: Research, Practice and Development*). At the base of the model is global knowledge of the sector in which one is practicing global leadership. While global knowledge is the foundation of global leadership, Dr. Osland also pointed out that global leaders need to be constantly gaining new global knowledge in order to be effective. The second layer of the pyramid contains the threshold traits of integrity, humility, inquisitiveness and resilience. As Dr. Osland explained, these traits are incredibly hard to learn. In her work with undergraduates, Dr. Osland focuses mostly on the third level of attitudes and orientations (cognitive complexity, global mindset, and cosmopolitanism) and the fourth level of interpersonal skills (mindful communication, creating and building trust, and multicultural teaming). With graduate students she also works on developing the fifth and final level, system skills, which includes ethical decision making, influencing stakeholders, spanning boundaries, architecting (constructing a functional system), building community, and, perhaps most importantly, leading change. While later discussions showed that the three scholars were not in agreement on this point, Dr. Osland argued that change is a key component of global leadership that distinguishes it from global management.

Dr. Osland concluded her talk with a description of her research on what effective global leaders do, which helps explain why the global leadership competencies in the pyramid model are important for students to develop. One of the most important findings in her work is that global leaders are very good at dealing with ambiguity; they have to be as they are often performing tasks and dealing with problems that no one has encountered before. They

often deal with this ambiguity by relying on problem-solving processes that they have developed over the years, assembling a team of people in whom they can trust, and spending time developing the trust of those team members.

The effective global leaders in Dr. Osland's research also engage in what she termed "boundary spanning," referring to the multiple environments, groups, countries, and stakeholders that a global leader must negotiate. Effective global leaders view themselves as serving these multiple stakeholders and spend the time getting to know their various perspectives. These global leaders talk about stakeholders with respect and concern, not as pawns to be manipulated to achieve certain ends.

Perhaps the most practical and applicable part of Dr. Osland's talk were the many tips and strategies that she gave for fostering global leadership development. Many of these were discussed throughout her talk, but she also provided a handout with a list of these strategies:

- Hire diverse employees and professors to internationalize your university
- Bring in guest lecturers and professors from other countries and have assignments that educate students about those countries
- Provide formal education and training courses that expand global knowledge bases and skills
- Use assessment instruments to measure global leadership competencies
- Send students to global leadership assessment centers
- Leverage the cultural diversity in the classroom or campus
- Design assignments that will expose students to people who are different from them
- Design transformational assignments that are complex, affect-laden, intense and relevant to their learning and career goals
- Send students into the community to work with people from other cultures
- Use international simulations
- Have students interview leaders from other cultures

- Use virtual team projects with students from universities around the world
- Create multicultural action learning projects for multicultural teams – bring in students from international universities to work together with your students on tasks
- Build a reflection stage into all intercultural experiences
- Train students in intercultural competence before they go on study abroad trips
- Set learning goals with students related to global leadership competencies before they study abroad
- Send a clear message that the purpose of the trip is for developmental purposes, not just for studying or seeing another country
- When students are in another country, give them assignments that will force them to interact with and learn about the local culture and people
- After study abroad trips, have students give debriefing sessions to other students
- Foster student social networks across cultures
- Sponsor international student clubs like SIFE (Students In Free Enterprise)

While this may seem like an extensive list, as Dr. Osland explained, global leadership development is a personally transformational process that takes time. Students must learn and expand their knowledge and skills, but also must *unlearn* certain mindsets. Global leadership development is non-linear and unpredictable, and can be best accomplished through a variety of experiences.

The above list can be a starting place for educators to develop global leadership development programs and courses, but ultimately this is not something that can be developed in a single program or course. Leadership educators must develop partnerships across campus so that students are developing global leadership competencies throughout their educational experience. 🏠

Barbara Crosby: Leadership for the Common Good:

Tackling Public Problems in a Shared-Power World

By Matt Johnson

Dr. Barbara Crosby came to the National Leadership Symposium by way of the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs, and came to global leadership from a deep concern about how individuals are able to work toward solutions on public problems in their respective communities. Public problems, she noted, are those problems that lack easy answers, have a diverse group of stakeholders, span boundaries, cannot be solved by a single group, and will likely demand extensive relationship building and collaboration. Because of the difficult and thorny nature of public problems, understanding how citizens try to tackle them in an increasingly globalized society is a difficult and complicated process. Dr. Crosby has spent her personal and professional life trying to conceptualize and understand this process in the hopes of helping others make change in their communities. Her session was devoted to this aim as well – helping us make sense of leadership for the common good in a global context so that we may be more successful in our endeavors for change.

Much of Dr. Crosby's discussion on Saturday afternoon drew on concepts and examples contained in *Leadership for the Common Good: Tackling Public Problems in a Shared Power World*, which she co-wrote with her fellow Humphrey Institute colleague, Dr. John Bryson. (Thus, a more thorough discussion of many of the concepts discussed herein can be found there.) "Leadership," she began, "starts at personal passion and public need." With that said, Dr. Crosby began by talking with the group about how to identify personal passions. She used an exercise titled, "Discovering Global Cares and Concerns" to stimulate the group's thinking about the parts of their lives about which they care deeply and how they connect with global leadership. Dr. Crosby led a

similar exercise that focused on identifying global societal needs and how one might get involved in working on the issue. These activities had a number of thoughtful reflection questions that can be used effectively when working with students to help them think more critically about themselves and social issues, and can easily be adapted and applied to working with students in any setting.

Another useful activity that Dr. Crosby led the group through was a conceptual map of the landscape of public problems in a shared-power, no-one-in-charge world. The map shows the incredibly complex makeup of public problems, including the nature of various stakeholders, organizational structures and ties among them, groups, individuals, and boundaries. The map—however abstract—does a great service insofar that it helps conceptualize the intricate nature of public problems.

Dr. Crosby highlighted a number of examples of people working toward solving public problems, including polio in Africa and the Middle East, illiteracy among girls in India, and global warming. She showed how each of these problems is indeed a shared public problem, and discussed how people are working toward eradicating them. She discussed the vital role of creating networks in each of the global examples she presented. Her stories of people working together in a collaborative way to remedy public problems such as Rotary International, an

Dr. Crosby highlighted a number of examples of people working toward solving public problems, including polio in Africa and the Middle East, illiteracy among girls in India, and global warming.

organization that has been working for several years on eradicating polio in other parts of the world. She explored the importance of bringing together diverse groups, like business and environmental groups, to gain momentum, work toward policy change, and make a difference with public problems.

The success of these endeavors, Dr. Crosby noted, hinges on achieving the "common good," which she defines as regimes of mutual gain produced through careful stakeholder analysis and substantial involvement. Dr. Crosby

noted that the common good is not predetermined – no commonly agreed upon definition exists; it is the collective work of stakeholders that determine what the common good actually is. This process requires inspiration and mobilization of enough key stakeholders to adopt policy changes and also protect these policies during implementation.

It did not take long for those hearing Dr. Crosby's presentation through a leadership lens to begin thinking about what tackling shared problems meant for leadership. She directly addressed this issue in her discussion, outlining specific ties to leadership, which she defined as the inspiration and mobilization of others to undertake collective action in pursuit of the common good. The most important question, she said, is how to achieve significant change in today's shared power world through the development of leaders at all levels of organizations and societies

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Barbara Crosby

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within multiple leadership capacities, particularly when that is not the cultural norm in some places. She outlined several necessary leadership characteristics and abilities that are vital to foster for change:

- **Leadership in Context** – the social, political, economic, technological, and religious contexts are essential to understand in any setting, but gaining this understanding can take a tremendous amount of time
- **Personal Leadership** – the process of understanding the people involved in the change process, especially oneself
- **Team Leadership** – building successful teams and understanding oneself in relation to groups
- **Organizational Leadership** – nurturing effective and humane organizations, being attuned to and helping design organizational mission and philosophy, building and maintaining sys-

tems that support the mission and philosophy, modeling the values of the organization, and building community inside and outside your organization

- **Visionary Leadership** – creating and communicating meaning and rooting organizational culture in past values and cultural traditions
- **Political Leadership** – making and implementing legislative, executive, and administrative policy decisions; this can be small “p” politics (i.e., politics outside of formal government) as well as formal, large “P” politics (i.e., formal government)
- **Ethical leadership** – enforcing or reinforcing ethical principles, laws, and norms and resolving residual conflicts

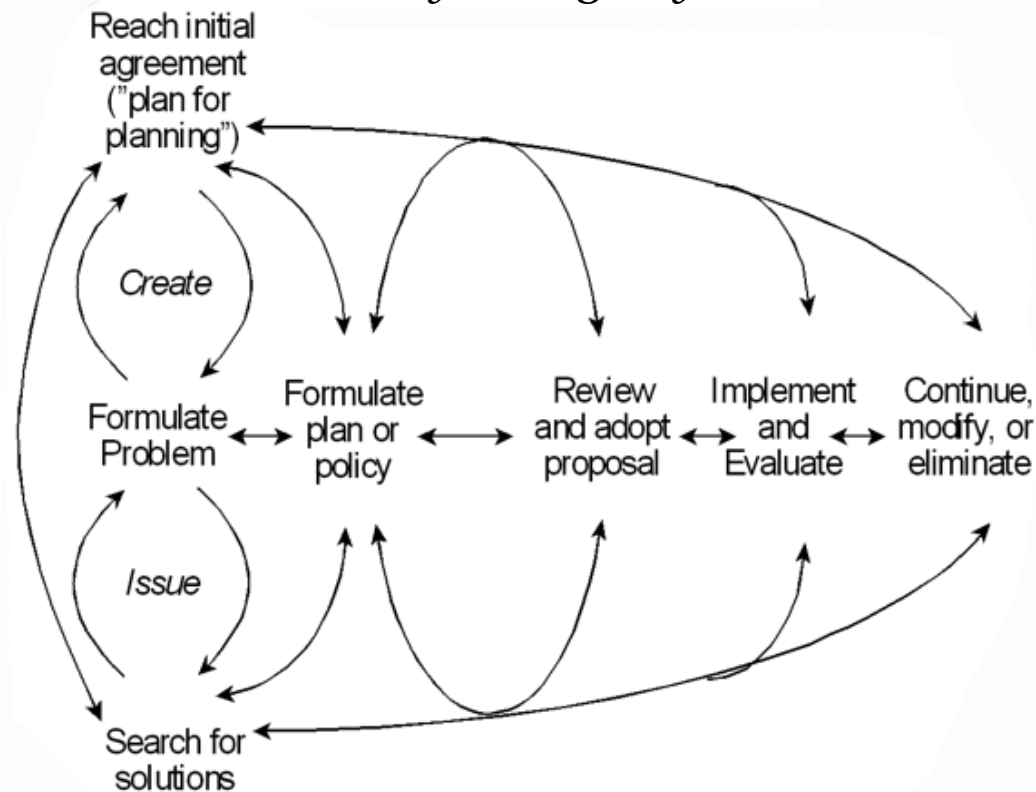
These traits and characteristics can be thought of as fluid, ever changing, and ongoing. The work within these different domains is never finished, but can rather be thought of as crucial leadership elements that must be fostered in tackling shared public problems.

To help illuminate the policy aspect of social change, Dr. Crosby took the group through the policy change cycle, which is a general process by which leaders and followers tackle public problems. While individuals and groups may enter the cycle at any point, the cycle does progress through a series of discernible steps. The policy change process plays out as a series of interconnected activities with shifting purposes in forums, arenas, and courts

Dr. Crosby ended by offering some cautiously simple advice from her many years of experience: “Work with stakeholders.” She stated that the work that is done with those affected by a public problem is really the most important. Paying attention to who the stakeholders are, what their interests are, how they can help or hinder your efforts, getting them involved in forums, allowing them to do planning, facilitating relationship building, and building coalitions are all important parts of engaging stakeholders. Dr. Crosby discussed stakeholders further when a participant asked her how to avoid

doing harm in community-based work, which is an issue with which many professionals in higher education wrestle as community engagement becomes increasingly important in their work. She highlighted the critical importance of this issue, and urged us to think about the other side of the institution-community relationship by thinking about what we can learn from the community first – and not by thinking about how we can help the community. We need to learn what the community can use from the university, and what they can offer us because communities have assets as well. 🏠

Policy Change Cycle



Scholars' Roundtable

By Kristan Cilente

Small groups. Informal conversations. Scholar lectures. Dining Hall meals. Through each of these experiences, the Scholars and participants engaged in an intense and rewarding Symposium. To conclude this experience, the scholars came together to help translate the abundance of information provided throughout our time together with provocative comments, stark disagreements, and immense passion for global leadership. Several themes emerged from the Scholar Roundtable and participant questions, including: shared leadership vice management; researcher identity; gender and leadership; leadership lessons; and the future of global leadership. The diversity of experiences among the scholars as well as their various research interests and approaches made this an engaging and thought-provoking conclusion to an enlightening Symposium.

Shared leadership vice management (or is it really leader vice manager?)

Divergent views on shared leadership and management were evident in the roundtable discussion. Dr. Crosby and Dr. Osland both saw leadership and management (and leaders and managers) as different concepts, while Dr. Dorfman is "disillusioned with the idea that management and leadership are separate entities." In contrast to Dr. Dorfman's views on the necessity of an individual leader as decision-maker, Dr. Osland sees them as distinct. She shared, "some managers are never leaders" and emphasized the importance of change agency when defining a leader. Dr. Osland further shared the scope of shared leadership happens outside the scope of academics, citing military approaches to shared leadership through operations other than war and in the non-profit sector, where there is no one person who in charge. Similarly, Dr. Crosby distinguished between authority and leadership; however, she also made note

that management is a larger discipline within higher education than leadership.

Researcher identity

Not only did each scholar bring his or her own perspective on their view of leadership and management, they also had divergent views on how their identity did or did not influence their research. For Dr. Dorfman, he reflected, "I'm like a fish in water, never thought about it until I was department head." In contrast, Dr. Osland shared how her feelings as being on the margins in high school and living as an ex-patriate doing community development drew her to her work in leadership. Similarly, Dr. Crosby discussed her identity as an activist woman during the Civil Rights Movement as influential to her research and scholarship. Further, Dr. Crosby articulated that her work is infused with a feminist perspective. Each scholar's perspective on his or her own identity was evident in the varied approaches each took to research.

Gender and leadership

The conversation on individual researcher identity led to a provocative discussion about gender and leadership. The feminist perspective that shaped Dr. Crosby's research was also evident in how she viewed gender and leadership. She shared, "there is some evident that women bring a more collaborative approach." This generated a mixed response from Dr. Osland and Dr. Dorfman. Dr. Osland commented on conflicting research that women perform similarly to men when put in positions of power. From a completely different perspective, Dr. Dorfman saw an end to the need for feminism as he felt women would eventually succeed and that child-rearing and child-bearing posed a career threat for women in leadership. This thought-provoking debate left participants with many questions and exposed the differences in the ways the scholars approached their research.

Leadership lessons

The roundtable was not only a time for provocative debate and dialogue, but also an opportunity for reflection. The scholars spent some time sharing their thoughts on what they had learned during the Symposium. All of the scholars agreed on how they each learned more about the work of student affairs and the work that student affairs educators do on their respective campuses. This reflection not only served as a lesson for the scholars, but also a reminder for participants to intentionally reach out to faculty who may not be aware of all that is happening on campus.

In addition, the scholars pondered a universal approach to leadership. They did not think that one approach to leadership was possible given the many variables that exist around the topic. Dr. Osland highlighted differences in leadership in different sectors while Dr. Dorfman again went back to leading and managing to meet the varied needs of multiple cultures. Finally, Dr. Crosby drew attention to differences in hierarchical leadership and networked leadership. Although each scholar has his or her own approach to why universal leadership is not possible, they all agreed that there are many reasons why identifying universal approaches to leadership are a difficult task.

Another difficult task is identifying a developmental approach to leadership. Dr. Osland discussed the important role that learning styles and cultural competence play when considering teaching leadership to college students. Because of this challenge, each scholar offered ideas for how to teach global leadership. Examples include: using arts, film, and dance; leveraging faculty expertise around campus; invite speakers from other countries to share views on leadership; and focus on relationship-building and build trust from there.

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Scholars/ Roundtable

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Future of global leadership

The Roundtable not only provided space for reflection, but also an opportunity for each scholar to share their future work. Dr. Osland is focused on expert cognition, global leadership sense-making, and an experiential approach to teaching global leadership. Dr. Dorfman is engaged in work on executive approaches to leadership. Finally, Dr. Crosby is focused on leadership across multiple sectors and expressed an interest in joining Dr. Osland in her work on teaching global leadership.

In conclusion, the 2009 National Leadership Symposium provided a venue for leadership educators to come together to learn from and with one another around the topic of leadership in a global context. Through the scholar presentations, small groups, informal networking, and the final scholar roundtable, participants left with a more complex view of global leadership and ideas for how to integrate them back on campus. ■

Photos from the 19th Annual Leadership Conference 2009





Cracking the Department Code

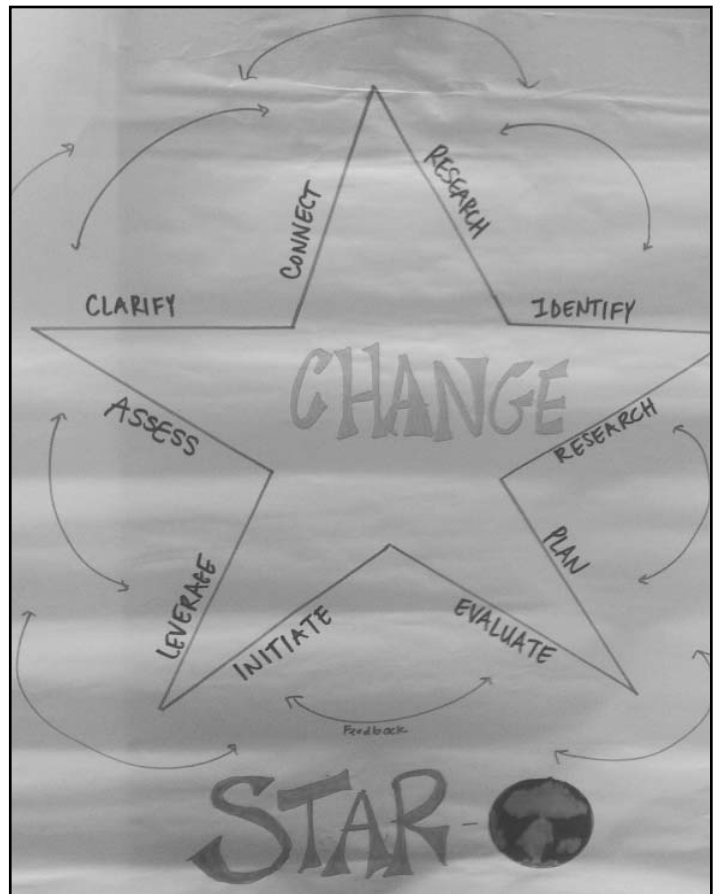
Learning Outcomes

Students will be able to identify and demonstrate an understanding of the culturally congruent leadership attributes in select campus departments

- " " " " " recognize the co-existence of subcultures within the dominant university

Process: CCLA Teaching Module

- Small groups
- Departmental Site Visits
- Semester Long
- Presentations of results
- Reaction to department inventories





National Clearinghouse
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