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Abstract

This interactive session explores the ways we can foster an enriched global leadership mindset in our students. Creatively collaborating with international fellows at our university, we design and shape a mutual learning environment that is fun, dynamic and valuable for the fellows as well as our undergraduate business students. Working together, they quickly learn about themselves and others from around the world in thinking through the challenges that leaders face in both domains. Talking together, they realize that they have as much in common as there are differences. We invite faculty at all levels to join us in this conversation.

Introduction

There are an unprecedented 59.5 million refugees around the world, more than 36.7 million people living with HIV/AIDS, and roughly one billion children living in poverty (UN Reports, 2018). With these monumental global challenges, there is an urgent need to develop future leaders who possess cultural awareness and sensitivity, respect diverse perspectives and values, and are able to engage with others from diverse cultural and socio-economic contexts. As educators, we are challenged to help our students make connections to these global issues and to empower them to find their role in this complex, interconnected world. Our students must learn to develop a more global leadership perspective, effectively building their skills and competencies as leaders and as *teaching agents for positive change.* Such global perspectives and skills are not only important to better prepare these future leaders to improve the world around them, but are also critical to career success in the 21st century (Menten, 2015). It is essential that a contemporary management curriculum actively engages students to think critically about pressing issues around the world and enable them to build skills and perspectives toward leading positive change.

In this sense, we developed a collaboration between an undergraduate organizational behavior Leadership course and experienced leaders from developing nations who come to our university through an international fellowship program, which provided an exciting opportunity for innovative pedagogy to bring global issues to the undergraduate business classroom in a very real, dynamic and impactful way. This initiative was designed to introduce our undergraduate students to mid-career professionals from developing countries, raise their awareness of some of the important socio-economic issues currently faced in those countries, and to encourage them to consider ideas for solving such complex issues. It enabled undergraduate students to engage

meaningfully and deeply with individuals from across the globe, broaden their understanding of the challenges faced in different parts of the world, consider diverse perspectives, and build empathy and understanding.

This collaborative design also enabled the international fellows to interact with the undergraduate students and make a direct impact on these young people's lives by sharing their perspectives and leadership experiences in their home countries. Importantly, this is also two-way learning, as the fellows always express great satisfaction in learning from and engaging with undergraduate students at a US university, where international fellowship experiences can be somewhat isolating for them. Our design can be replicated in other courses and programs at other colleges and universities that are willing to seek out opportunities for collaboration with the global leaders already in their midst, through engaging with international fellows or Fulbright scholars on their campuses, and within and across their networks.

Theoretical Foundation and Teaching Implications

Building a more global mindset requires direct engagement with differences – students need to be able to "explore other cultures, welcome new experiences and seize opportunities to work with people of other nationalities" in order to deepen and broaden their cross-cultural experiences and gain a more global perspective. (Unruh, G. & Cabrera, A., 2013 p.136). This can be a challenging endeavor in traditional business school settings, particularly those in which the student population tends to be more homogenous and/or where students (and faculty) do not have much practical experience working as managers or leaders in diverse global settings. However, as the complexity and interconnectedness of the global environment continues to advance, we must nevertheless help develop leadership competencies in our students that encompass such complexity and diversity (Gurdjian et al., 2014; McCarthy, J. et al., 2018, Conger, J., 2014).

According to UN reports, global citizenship education aims to teach students "the understanding, skills, and values needed to cooperate in resolving the interconnected challenges of the 21st century" and to become *agents for positive change* (Menten, 2015). The topics in global citizenship education range from climate change, conflict, poverty, and hunger, to the issues of equity and sustainability. While these topics encompass important global issues, research has identified challenges with incorporating these topics and discussions into lesson plans, and drawing practical, relevant takeaways for students in the local classroom. One of the major challenges is that merely introducing these issues at a superficial level, through traditional pedagogy, does not necessarily lead to change in students' worldviews, behaviors or the understanding of their role in making a difference (de Andreotti V.O., 2014, McCall, M. & Hollenbeck, G., 2002). In order to have more impact, students should be pushed beyond being aware of these global issues to actively engage themselves in exploring and identifying their role in making a positive change (de Andreotti V.O., 2014). Helping students relate to these local but macro-level problems is possible through fostering engagement and empathy and by empowering them to internalize the individual goals and action plans (de Andreotti V.O., 2014; Javidan, M., Teagarden, M. & Bowen, D., 2010; Unruh, G. & Cabrera, A., 2013).

To address these challenges, we collaborated with colleagues and programs on campus to create an intensive class experience in which our students engage directly with experienced leaders from diverse backgrounds, cultures and countries, and work meaningfully with them to explore important issues that are currently being faced in developing nations. Students work directly with these professionals – forging relationships, building trust, empathy and understanding – as well as learning about a significant challenge, which is presented as a brief mini-case study that is currently facing leaders in different countries and organizations. Our

design was particularly effective in that the fellows (who write the mini-cases) were able to bring in their personal anecdotes and experiences to give life and meaning to each case. Thus, they were able to leverage and share their expertise and national/cultural background to provide a powerful and meaningful understanding of real problems. This activity also served as a leadership development opportunity for the fellows to facilitate and lead a small group case discussion and immerse themselves in the US culture and business school classroom, which also opened the door to future networking, mentoring and coaching opportunities. The undergraduate students were empowered to engage deeply, and to ask questions about the case in real time which opened up interactive discussion for a mutual learning experience. Significantly, we have found this initiative to be incredibly rewarding and powerful, with minimal investment of time and effort for faculty, students or fellows.

Learning Objectives

Undergraduate students:

- Develop an enhanced global leadership perspective through directly engaging with diverse, experienced global leaders from developing nations to build rapport, and gain appreciation, understanding and empathy for contemporary, real-world challenges they face in their home countries.

- Research and analyze a contemporary challenge being faced by leaders in a developing nation.

- Think deeply about this global issue, generate ideas and potential solutions, and actively explore their own role in making a positive change.

- See Appendix B for examples of student reflections and lessons learned.

Fellows

As part of the fellowship requirements, fellows are asked to actively engage in the local community both to learn more about US culture and to educate the American public about the culture of their home country and some of its pressing issues. Creating mutual understanding among different countries to build a stronger global learning community is the mission of this program and it is for most international fellowship programs. Thus, the fellows had two important learning objectives:

1. Identify a global issue in their home country, educate the undergraduate students in the US classroom about the particular issue, and share their cultural context and leadership and social challenges.

2. Use this valuable experience for the fellows to learn how to facilitate and lead a discussion with US students by providing thought-provoking and engaging questions. This process challenged the fellows to push themselves out of comfort zones, especially around cross-cultural communication and coaching skills in their personal leadership development.

Exercise Overview

Pre-Work for Class Session:

Fellows

In preparation for the session, the fellows were first asked to identify an important social, economic, or environmental issue in their country that is relevant to the bigger global problems such as climate change, sustainability, social justice or poverty. The instructors made sure that the fellows identified a problem that reflects local history and culture and applies to the global issues that the undergraduate students can easily relate to. Once they identified the problem, the

fellows were asked to write a short case/problem statement to outline a brief description of the history of the country as well as the context of the issue. The fellows also provided a list of resources as a guideline for the student teams to use in researching the topic. Finally, the fellows provided review questions that prompted the student teams to examine the scope of the proposed problem, stakeholders involved, and the potential solution to be implemented to improve the situation of the country. (See Appendix A)

Second, the fellows prepared to facilitate the small group case discussions by brainstorming a list of facilitation questions, reading articles on how to lead a small group discussion, and discussing how to improve their communication skills.

Undergraduate students:

Students were assigned to: individually read and research an assigned case that focused on an unfamiliar but real challenge that is currently an issue in a developing country, read articles on global leadership development (Javidan, M., Teagarden, M. & Bowen, D., 2010; Unruh, G. & Cabrera, A., 2013), and arrive to class prepared with their research and ideas. Students were assigned to small groups with 4-5 students per case and planned to discuss the case within their group and report out to the larger class.

Class Session:

The session began with the instructor framing the topic of global leadership development, and then a surprise introduction to an esteemed panel of international fellows. The fellows introduced themselves and their countries (e.g., Moldova, Burkina Faso, Latvia, Ghana, Mongolia, and Yemen were recently used), discussed some of the leadership challenges they faced, and engaged with the students by sharing their experiences, perspectives, and reasons for

participating in an international fellowship experience for their own global leadership

development. (60 minutes)

Following the robust and powerful panel discussion with several fellows, students

organized into their small groups for the case discussion. Each small group was facilitated by one

fellow, who had written their assigned case, so that students engaged directly with the issue and

with a knowledgeable expert from the country. Each group worked to discuss the challenges,

examine issues, and present ideas for possible solutions. Groups created a few slides to capture

their challenge, ideas, and potential next steps. These were used to report out to the class so that

the lessons from each case were shared across the class. In addition, the students were informed

that their slides could be used by the fellows in future presentations of theirs to the sponsoring

agencies for the fellowships or back in their home countries (75 minutes).

Session Description

The MOBTC session will engage participants in a robust discussion of the activity, its

relevance, and replicability (Appendix C). Using a classroom-style approach, we will introduce

the activity, frame the discussion of global leadership development in the context of developing

leaders who are agents of positive change, and provide an overview of the participants and

program details. Using a variety of visual media, we will describe the process (including the

panel discussion and case analysis), provide copies of the cases used in the activity, and address

the lessons learned and future steps/implications. We will employ creative exercises (e.g., role

play) to more fully engage MOBTC participants in the learning experience, and discuss

innovative ways that participants can use this model to leverage experts on their own

campuses/in their own local communities to design activities which push students to broaden

their global perspectives and engage more deeply with global issues so that they are better able to

see themselves as agents for positive change. We are confident in providing a valuable, dynamic

MOBTC conversation on how creative, collaborative learning opportunities can be successfully

designed and implemented to foster global mindsets and help develop global leadership

capabilities in our students, fellows and faculty.

References

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Pless, N., Maak, T. & Stahl, G. K. (2011). Developing responsible global leaders through international service learning programs: The Ulysses experience. *Academy of Management Learning and Education*, 10, 237-260.

United Nations (2018). *The Sustainable Development Goals Report 2018*.

Unruh, G., & Cabrera, A. (2013). "Join the Global Elite." *Harvard Business Review,* May 2013.

Appendix A: Cases

Ghana
Youth Unemployment and Street Hawking in Ghana

Historical Background
Traditionally, since independence from British colonial rule in 1957, the vast majority of the Ghanaian population (over 70%) have been engaged in farming; producing food crops mainly for local consumption, and tree crops such as cocoa, cashew and cotton for export.
Unfortunately, over time, farming has become unattractive to the youth due to the lack of investment in the sector and the consequent comparatively low marginal returns from farming ventures. As a result, most of the youth in small towns and villages migrate to the cities in search of job opportunities or to undertake menial and risky jobs such as hawking on the streets.

Street Hawking has become a major social menace in Ghana. On a daily basis, nearly all roads and highways in major cities are inundated with hawkers selling all manner of goods such as food, household items, gardening tools, dog chains, and mobile phones and accessories. The irony is that an estimated 95% of the merchandise is imported from China. Most of these hawkers range in age from 11 to 35 years. This is a clear indication that the country is unable to provide decent jobs for the youth who are desperate to make a living.
The consequences of this social menace is that, on a regular basis some of these hawkers are run over by vehicles plying the roads. The negative health implications of inhaling exhaust fumes such as cardiac attack is also on the rise among these young groups of people. In addition, children of school going age have also joined the trade, depriving them of their right to education.

Challenge
How can the Government of Ghana and other relevant stakeholders provide decent and sustainable job opportunities for the youth to reduce street hawking as well as get children of school going age off the street and into the classroom?

Resources
https://www.graphic.com.gh/features/opinion/street-hawking-a-ticking-time-bomb.html

https://allafrica.com/stories/201807040689.html

https://www.iiste.org/Journals/index.php/DCS/article/viewFile/10357/10559

https://www.modernghana.com/news/296345/hazards-in-street-hawking.html

http://africanurbanism.net/the-unsustainable-illegalization-of-street-hawkers-and-what-are-some-real-solutions/

https://www.linkedin.com/pulse/what-i-learned-from-street-hawkers-ghana-adrian-daniels/

Latvia
How Could Latvia Overcome Labor Shortage?

Historical Background

Latvia experienced one of the sharpest population declines in Europe in the last decade due to the several social and economic factors including the emigration during the financial crisis, changes in demographics, and insufficient healthcare system. Currently the total population of Latvia is slightly less than 2 million, and about half of this population accounts for active participants in economy. Economy in Latvia is diverse, stable and growing and the companies are doing well in export markets and ready to expand. The unemployment rate has dropped from 17.3% (2007) to 6.4% (2018).

Challenge

Even though the unemployment rate keeps declining in Latvia, companies are challenged by the shortage of labour (both skilled and unskilled) in many industries but more specifically in construction and IT sector.

The influx of foreign labour is extremely limited due to the strict immigration laws. Currently the politicians are not in favour of opening labour market drastically to the third world countries for national identity and security reasons. Chambers of Commerce keeps addressing the issue of labour shortage to the government but the government has not made any progress. Due to the shortage of labour, companies compete for employees. It affects significant increase of wages and labour costs. In 2018, the average gross wage is expected to exceed 1,000 euro. (The 2018 minimum wage in Latvia is 430 euro/month.) Meanwhile, productivity growth of the economy dwindles as the labour cost growth exceed output growth and this might have a long-term negative impact on economic development of the country.

According to the Foreign Investors Council in Latvia Sentiment Index 2017, the majority of the interviewed foreign investors do not see any progress with regards to the most significant areas of concern: demography, access to labour and improvements in the healthcare system in Latvia. Demographic trends may not be easy to change. However, access to labour and improvements in the healthcare system are areas where policy makers should invest more time and efforts to achieve results in a short term. What are creative instruments and policies that Latvia can implement to overcome labour shortage?

Resources:
Labor market information. Latvia – national level
https://ec.europa.eu/eures/main.jsp?catId=2776&acro=lmi&lang=en&countryId=LV

Latvia, a disappearing nation
https://www.politico.eu/article/latvia-a-disappearing-nation-migration-population-decline/
http://www.liaa.gov.lv/en/invest-latvia/why-latvia/accessibility-large-markets

Evaluation of the growth of Latvian economy in 2017 and forecasts for 2018
https://www.em.gov.lv/en/news/18508-evaluation-of-the-growth-of-latvian-economy-in-2017-and-forecasts-for-2018

The development of the investment climate in Latvia: The viewpoints of foreign investors
https://www.ficil.lv/wp-content/uploads/2017/04/Ficil_Sentiment_Index_2017_report.pdf

https://www.oecd.org/economy/surveys/Latvia-2017-OECD-economic-Survey-boosting-productivity-and-inclusiveness.pdf

https://www.ceicdata.com/en/indicator/latvia/labour-productivity-growth

Moldova
How Can Remittances Help Economic Development?

Historical Background
Moldova is a small country located in the south-eastern part of Europe between Romania and Ukraine. According to the latest census in 2017, Moldova's population accounts for almost 3.5 million and around 60% of its population live in rural regions. Official language in Moldova is Romanian, while other languages spoken include Russian, Ukrainian, Gagauz, and Bulgarian. The primary religion in Moldova is Christianity, and 90.1% of its population is Eastern Orthodox.

Since its independence from the Soviet Union in 1991, Moldova has been struggling with a transition from a planned economy to a free market economy. Inconsistent implementation of economic reforms and the country's dependence on imported energy resources led to economic stagnation. As Moldova continued to depend on the markets of the former USSR countries, its economy is marked by considerable productivity loss, unemployment, corruption and the development of a shadow economy.

As a result, the Moldovan population started to emigrate. Today, Moldova is one of the major countries of origin for migration. The main cause of Moldovan emigration is economic deprivation including poverty, lack of adequate employment opportunities and low salaries. According to the NEXUS study, *Survey of households: Country's Migration Profile (2013)*, there are about 420,000 people who emigrated by 2013, and 70% of them were originated from the rural areas in Moldova. It is believed that the actual numbers are much higher given prevalent illegal emigration and failure to indicate the scope of travel at the border control. Emigration has been predominantly directed towards Russia (more than 55% of Moldovan migrants in 2014), and some Western European countries including Italy, Spain and Portugal (more than 25% of Moldovan migrants in 2014). (IOM, 2015)

Challenge
According to National Bank of Moldova, the total volume of remittances, the money earned by migrant workers abroad and sent to their families in Moldova, was estimated $1.2 billion in 2017 which is 11% higher than the previous year (NBM, December 2017). These remittances are equal to 20% of the country's GDP (WB, Migration and Development, Brief 29, 2018) and they account for 50% of Moldovan family income (IOM survey *Migrația forței de muncă și remitențele în Moldova: Avântul a luat sfârșit?*, *2009)*. The remittances are typically transferred to support families to pay for the education of their children, utility bills, food, clothing and transportation. Smaller parts of remittances are used to support housing and purchase automobiles and only 6% are saved (ODIMM internal report, 2010). As you can see, remittances are mostly spent for daily consumption and to a lesser extent are saved, thus rarely contribute to sustainable economic development of the country.

In 2012, the Moldovan Government, acknowledging the importance of remittances for national economic development, launched the PARE 1+1 program. Through this program, the government aims to boost entrepreneurship by matching every $1 invested from remittances into entrepreneurial activity in support of the economic development of Moldova. The program was extremely successful in that it created more than 2800 jobs and launched more than 1000 business ventures specifically creating 70% more jobs in rural areas. Each $1 attracted another $3 in form of remittances. For now, PARE 1+1, is the only program that redirects remittances from consumption to economic development. What are other creative policies

and instruments that can be used to attract and leverage remittances in support of economic development of the country?

Resources:

About Moldova - https://www.britannica.com/place/Moldova

IMF about Moldova https://www.imf.org/en/Countries/MDA

National Bureau of Statistics: http://www.statistica.md/index.php?l=en

International Organization of Migration, Moldova – http://iom.md/

Migration in Media - https://www.mold-street.com/?go=news&n=7779 (in Romanian, use google translate)

Konrad Adenaeur Foundation on migration in Moldova http://www.kas.de/wf/doc/kas_28724-544-2-30.pdf?110908155530

Remittances in Moldova data https://seenews.com/news/remittances-to-moldova-rise-11-in-2017-c-bank-601160

Details on how PARE 1+ 1 works https://www.odimm.md/en/component/content/article/70-programul-pare.html

Appendix B: Undergraduate Student Testimonials

As part of their final assessment of lessons learned in the course overall, many students specifically addressed their engagement with the fellows as a powerful learning experience. Below are some examples:

I aspire to start my own fashion line in future. With that in mind, my leadership vision is to use the power of business as a force for social and economic welfare. I want to help women in India who are trafficked into sexual exploitation because of lack of education and unemployment. By providing a living wage job and skilled training, these women will have an opportunity to live in freedom. This particular vision of becoming a social entrepreneur was developed after my interaction with one of the members of the [international fellowship program, Ms. M]. She helped me brainstorm this idea of helping women in a way where I can focus and achieve my goals at the same time.

Our class with guest speakers from the [international fellowship program], was one of the most remarkable classes I experienced. I learned about the leadership practice of Challenging the process. Despite having a perfect job and livelihood, these members from different developing countries challenged themselves to search for opportunities to improve and grow. When I interacted with one of the members, F, I learned that it is important to be intrinsically motivated to take a big step in life because that is when I will do my best, when challenged. These members were the epitome of those exemplary leaders who embrace the commitment to ensure extraordinary things happen to them. In future, I will Challenge the Process by getting out of my comfort zone and look for opportunities to improve. Every semester, build lab organizes a startup challenge where students can present their ideas, get one on one counselling, and can get funded if they win the challenge. Therefore, I plan to participate and share my ideas.

O. brought up ideas from her perspective that I would have never considered before. She is a very important governmental leader and she was so open-minded and willing to listen to our ideas. She talked about the problems with remittances in her country, which is used for daily consumption, rather than saved and how she proposes to fix the problem. The issues she mentioned included not enough immigration to counter emigration, people are not incentivized to stay once they do immigrate, and labor shortage. We proposed to her that there could be tax incentives and crowdfunding platform including opening up new businesses and people investing directly in banks instead of just sending money for daily expenses. I really liked the way she listened to us and asked questions to us. I think she showed great leadership skills that I would really like to model in my career.

After seeing the way O. interacted with my team, I really stepped it up with questioning and pressing others to share their ideas. I think that it is very important for women to encourage other women to speak up in meetings and my team being mostly women was a great place to do this. Instead of just talking over people, I tried to push my teammates to speak up more and get their voices heard. This is a strength of mine and I'm really glad I got to use it as well as see a world-renowned leader use this skill as well. I think that my peer-coaching skills have really improved and my ability to play with a team improved as well. I have come up with a plan to build on these skills in the future.

Another thing that impacted me greatly this semester was working a case study with F., a fellow from Ghana. It truly was a humbling experience to think I had prepared a few talking points but I was nowhere near prepared for the insight that someone from that specific country could provide. It put me in a tremendously uncomfortable position where I had neither the skills, knowledge, nor experience to offer to the discussion. F., however, took this in stride, was patient with me, answered all of my questions and never made me feel like I was stupid or small. That whole experience taught me humility and that I need to rely on the members of my team for help in times where I simply do not have all the answers. It also taught me the importance of asking others for ideas and building on them as a team. My team, despite our lack of knowledge and firsthand experience, offered up a few ideas to F. that he had not considered before. It shows that you need to not be afraid to ask others for help and solicit ideas from your team if you want to be an effective and strong leader.

One of my favorite classes this semester was when we had the fellows as guests. I walked away from this day feeling so inspired and ready to challenge myself more after hearing the perspectives of these scholars. Although this day was focused on global leadership, I found that my biggest inspiration came from listening to the positivity that radiated from their stories and advice. One of the fellows, F., talked about how he was able to get so far in life because of how much he believed he could. The way he spoke reminded me about the power of mindset, and how believing positive things will happen can actually make them more likely. I believe what F. did here was inspire a vision of the future for all of us. He showed us that by envisioning the future and creating a goal that you are passionate about, you can achieve it if you work hard and simply believe you can. Listening to F. speak made me excited about the future and pushed me to make real steps toward my dreams. This proved to me why the leadership practices really work. F. was a true leader that day in the way he shared his passion and inspired students to work hard toward their aspirations. It was highly rewarding to see how the way he spoke and the ideas he shared fit right in to the lessons and concepts we have discussed in class. After this semester, and that day, I can see that I have become a more positive person who truly believes in her goals and is willing to undergo a tough journey to make it there.

Appendix C: Proposed Outline of MOBTC Session

MOBTC session:

- Introduction of the proposal and pedagogy (10 minutes)
- Background video/introduction to a case/problem (5 minutes)
- Participants discuss the case in small groups (15 minutes)
- Creative role play exercise or video presentation (10 minutes)
- Debrief case and discuss implications and application for participants (20 minutes)