

Internalizing Principles of Transformational Global Leadership in a Graduate Education Course

Adem Kaya¹, Metin Kaplan², Phillip M. Mutisya³, and Steve Beyerlein⁴

Abstract

This paper explores the internalization of global leadership principles by three different stakeholders in an educational leadership course at North Carolina A&T State University. Stakeholders include a dozen students enrolled in the course, the course instructor who immigrated to the United States from Kenya as a college student, and a half-dozen faculty familiar with Process Education from across the country who joined the class in three online outreach sessions. Growth of leadership knowledge, skills, and perspectives in response to pre-class readings and various leadership-oriented learning objects can be traced through journal entries, synchronous and asynchronous online entries, and a culminating self-growth essay. Analysis of fourteen transformative aspects of education and a methodology for creating a quality learning environment coupled with regular implementation of self-assessment practices were found to be key elements in graduate student knowledge construction and emergence of professional commitment to principles of global leadership. Substantive improvements to two learning objects resulted from stakeholder feedback associated with the online sessions—a concept map for transformational leadership and a profile of a transformational global leader.

Introduction

In the 21st century, as technology extends its reach and its speed of connection, one of the most commonly used terms by politicians, businessmen, and academicians is *globalization*. Dulupçu and Demirel (2005) conducted an extensive study to understand the meaning of globalization and internationalization. Authors argue that the term *globalization* covers many concepts. The term cannot be assessed solely as either a political or economic process, or a worldwide system of production and capital flows. Ellwood (2010) points out that globalization, as old as capitalism itself, is a continuing saga of shifting markets and melding cultures. As economies have become integrated, issues have emerged with respect to the benefits and costs of such integration as well as the desirability and sustainability of these trends (International Monetary Fund Staff, 2000).

Internationalization, on the other hand, is described as the process of integrating a comprehensive international and intercultural dimension into the teaching, research, scholarship, and creative activity, and service functions of academia (HLC-NCA Self Study Criterion Committees, 2008). Therefore, if we think about 21st century technological and social development, it can be concluded that globalization is a process of interaction and integration among the people, companies, and governments of different nations. The process is driven by international trade and investment, aided by information technology.

The case study that underlies this article is a doctoral-level course on Leadership in the Global Economy and Society at North Carolina A&T State University. The course emphasizes global awareness from a service learning perspective that includes social, cultural, ethnic, gender, economic, agricultural, geographic, environmental, and philosophical elements that are part of the course texts (Ellwood, 2010; Etzioni, 2004; Hofstede, Hofstede, & Minkov, 2010). A series of course expectations and assignments invite students to examine global economics, international relations, and cultural perspectives in order to cultivate strategies for functioning within international, multi-ethnic, interdisciplinary problem-solving teams. The course is one of the core requirements in the doctoral leadership studies program and the intent of the course is to engage students in a learning experience that helps them to develop a conceptual framework for teaching/learning that integrates global leadership skills and international awareness. The broad learning goals for this course are itemized in Figure 1.

Figure 1 Broad Learning Goals for LEST 850

1. Analyze critical theories and philosophical aspects that impact the diverse cultural backgrounds of education around the world and the ways these differences affect organizational and classroom leadership. Use course reading assignments and interactive discussions to contextualize issues

¹ North Carolina A&T State University

² Youth and Sport Ministry, Yalova, Turkey

³ North Carolina Central University

⁴ University of Idaho

of institutional culture, educational policy, community relations, curriculum design and implementation, inter-institutional dynamics, leadership styles, assessment of outcomes, use of information technology, and innovation/entrepreneurship.

2. Examine various 'isms' (e.g. racism, sexism, and classism), prejudices, stereotypes, issues of power, equity, the social construction of identity, and differing value systems. Use discussions of international and global perspectives on leadership to frame each student's educational beliefs in conjunction with a *Who am I?* essay.

3. Develop strategies for improving leadership learning and practice, demonstrating personal growth as a global leader in weekly journal entries that track adjustments to educational philosophy, personal actions taken, and outcomes observed.

4. Within the context of a culminating self-growth paper, refine a personal leadership philosophy with respect to theories and processes required for application in real-world situations by: (a) examining personal perceptions of self-concept and identity and how one's identity may be impacted by racism, sexism, and classism, (b) examining the impact of culture on the teaching/learning process, (c) exploring the impact of mass media in shaping worldviews about different cultural groups, and (d) identifying current research on culture and learning styles in instructional design and delivery, particularly with diverse learners.

A unique component of the LEST 840 course design was a series of online Academy of Process Education outreach sessions. These sessions joined the students in the class with process educators from six different locations across the country in a lively discussion about the relationship between transformational teaching/learning and cross-cultural expectations for global leadership. The logistics for online preparation and participation were discussed in a previous IJPE article (Beyerlein, Burke, Mutisya, & Cordon, 2014). This work delves into the critical thinking questions that guided these sessions along with their educational impact on the participants. Numerous Process Education learning objects seeded pre-session reflection and stimulated collaborative learning during the online sessions. These learning objects included the Transformation of Education (Hintze, Beyerlein, Apple, & Holmes, 2011), a concept map of transformational teaching/learning (Beyerlein, Burke, & Hintze, 2012), the Methodology for a Creating a Quality Learning Environment (Apple & Smith, 2007), and a Profile for

Transformational Leadership. Online sessions occurred once each month within a class structure that met each week for two hours. This allowed ample time to prepare for and debrief from the online sessions in addition to other course activities.

Participant Backgrounds

Students brought unique perspectives and experiences to the course as evidenced in the following excerpts from the *Who Am I?* essays as well as online postings at the outset of the course.

...I would like to be called Turkish but I don't care much about race because I never thought that was an issue until I came to the United States about ten years ago. In my experience, people from Eastern Europe and Anatolia are considered "white" or Caucasian. I don't think that my origin or race has much to do with my academic skills, but these aspects certainly have contributed to my personal development, ideals, values, and beliefs...

...I have been highly involved in wrestling at the local, national, and international level and I am particularly interested in the effect of sport in youth leadership development and on the socio-economic development of the communities in which this occurs. There is much that we can learn from studying how this is done elsewhere across the world and sharing best practices as well as fellowship...

...I believe that all students can learn anything if placed in a positive environment. How quickly they learn depends upon the ability of the child and the effectiveness of the school setting. Educators must make sure that the school's culture is positively evident and that the school promotes learning and empowerment. As the teacher, I must be accountable for the learning of every student and must develop ways to reach all students, and create the best environment possible for the student and myself so that together we can reach the ultimate goal of student success...

...I believe that alternate perspectives are needed in the delivery and construction of knowledge. Education is the most powerful tool that can be used to uplift mankind, yet the educational system in much of western society is dominated by one train of thought. In order for people to be truly educated, they must be given the opportunity to explore and experience multiple philosophical views and then determine which view best fits their mode of thinking...

...Since education, for the most part, is FREE, why will it not allow me to be me? Why must students and teachers be confined to traditional pedagogical and andragogical

paradigms? I believe that too many of our educational leaders are unaware of what transformation really means. In order to change an organization outwardly, you must first experience it inwardly...

Excitement was generated among those enrolled in the course because of the foreign background of the instructor along with his non-Western educational philosophy that was publicly shared with the class in an online posting.

...My educational philosophy is eclectic and learner centered, with the underlying belief that all children can learn, although often at different paces. My metaphysical belief is guided by Ubuntu, the notion that each person becomes who they are through the eyes of other people who affirm one another's humanity and recognize each other's uniqueness/special gifts. I believe that curriculum should not be static, but pragmatic, with an aim to create shared knowledge and wisdom, as opposed to consumerism...

...My greatest pet peeve is that I find that most educators and institutions of higher education continue to foster dependency instead of fostering interdependence in an era that demands a problem-solving mindset. Critical literacy is needed today more than ever before due to advancement of technology and the emergence of global manufacturing. Education today should do more to empower the teacher and the learner, rather disempower them with an entitlement ideology...

A half-dozen external participants who had familiarity with Process Education concepts and methods added richness to the class. This is illustrated in the following introductory statements.

...Teaching and learning is a two-way process that should change what one knows, how one learns, and how this is internalized in daily life. Ideally, both the teacher and learner should be transformed. The key to achieving this state is deliberate self-assessment by all parties involved: (1) deliberately pausing before each major performance to set criteria and share expectations, (2) analyzing strengths of the performance (when and how these were produced as well as why these are valuable), (3) proposing improvements for future performances (how these were witnessed and what actions might be followed to implement them), and (4) noting insights/surprises in the learning process as well as their significance in other settings...

...Every student has the capacity to learn and excel. It is my job to facilitate that learning and to help the students develop the skill set necessary to become better learner. A pet peeve of mine is faculty who believe that students should not be in the classroom if they are not interested

in the material. Rather, it is a faculty member's job to get students excited about learning new material, regardless of the subject matter...

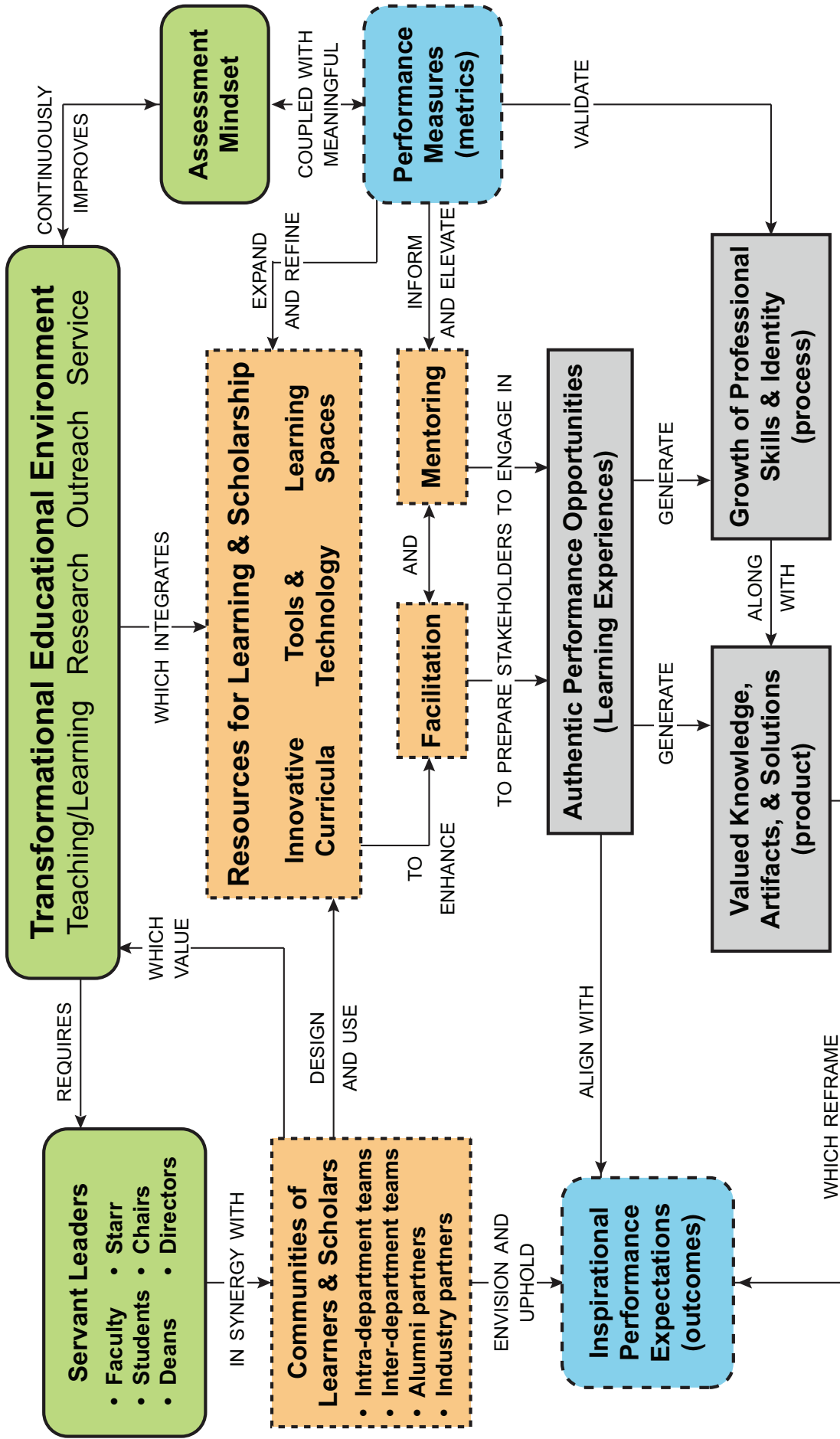
...An educator is not a state of being, but rather a process of becoming. I believe that we should create environments in our classrooms that promote learning, exploration, and growth for our students, and that we should constantly be assessing our own materials and delivery techniques so that we are modeling the behaviors we are asking of our students...

Investigating Aspects of Transformation in Education

In the first online session, participants were asked to reflect on “red” and “green” manifestations of the 14 Aspects of Transformation of the Education (Hintze, Beyerlein, Holmes, & Apple, 2011). They were then instructed to post two points of personal pride in their own professional development that align with these aspects. All of the 14 aspects were cited by at least one individual, with three of the aspects being cited by three or more individuals. These included efficacy, self-awareness, and relationship. One of the students commented that efficacy caused them to consider a quote by Les Brown that “you have got to be hungry” and furthermore that “striving toward the next level of performance we have in ourselves also inspires others to become a part of a successful enterprise.” With respect to self-awareness, one of the students observed that “knowing oneself inwardly and outwardly and not being afraid to display vulnerability by making mistakes, admitting mistakes, learning from mistakes, and moving forward is what makes a leader real and also effective.” On the topic of relationship, one of the distance faculty shared that they “strive to know the background and interests of every student in their courses and then take actions to frame course-related learning in contexts which students can best relate.”

Within this online session three virtual discussion groups were formed and each group was asked to examine the Concept Map of Process Education (Beyerlein, Burke, & Hintze, 2012) and formulate insights about how different aspects of the Transformation of Education were manifested in the classroom. This proved to be challenging because of the number of elements contained in the concept map. However, the ensuing discussion did clarify understanding about what was meant by the different aspects and resulted in recommendations for simplifying the map by clustering related elements. After the session, one of the authors used these suggestions to generate the “overlay map” shown in Figure 2. The purpose of the overlay map is to provide orientation about the general layout of the Process Education concept map.

Figure 2 Concept Map Overlay for Process Education



The overlay map is divided into four regions. The first layer (gray; rectangles) focuses on system outputs. The second layer (orange; dashed rectangles) focuses on system inputs. The third layer (blue; dashed rounded rectangles) focuses on quality management. The fourth layer (green; rounded rectangles) focuses on stewardship of resources, sustainability, and community development.

At the end of the session, key factors for achieving/sustaining “green” teaching/learning were summarized as: (1) belief—valuing growth and development as being important as content, (2) mentoring—using constructive interventions to challenge and support transformational learning, and (3) assessment of self-assessments—because if self-assessment doesn’t improve, growth is severely restricted. Five guiding principles for transformational teachers/leaders were enumerated by one of the online facilitators. These are summarized in Figure 3. Together, these practices help educators/leaders examine things they learned, explain what triggered this learning, justify why this is true, articulate why this is important, and provide insights for how to generalize this learning for future learning situations.

Figure 3 Five Guiding Principles for Transformational Teachers/Leaders

1. Become a master learner
2. Self-assess daily using performance criteria
3. Have others assess your self-assessments
4. Seek affirmation from within, not from the outside
5. Step outside your comfort zone to accept failure as a means for growth

Creating and Sustaining Quality Learning Environments

Prior to this second session, participants were given access to *Faculty Guidebook* modules on creating quality learning environments (Apple & Smith, 2007; Smith & Apple, 2007) as well as an article on challenging performance

Figure 4 Methodology for Creating a Quality Learning Environment (Apple & Smith, 2007)

1. Establish initial respect.	6. Set high expectations.
2. Start with no prejudging.	7. Establish clear performance criteria.
3. Obtain shared commitment.	8. Implement a quality assessment system.
4. Foster and support risk-taking.	9. Document performance.
5. Permit the learner to fail.	10. Continuously challenge performance.

within such learning environments (Smith & Spoelman, 2009). The Methodology for Creating a Quality Learning Environment is summarized in Figure 4.

Three reflection questions were posted online and participants freely shared personal experiences as well as insights about quality learning environments. Their responses are indicated in italics.

Q1. What are the characteristics of a quality learning environment (QLE) that you have experienced in the past?

...I have experienced many of the QLE characteristics from the professors I cherished, but not always explicitly (initial respect, no pre-judging, shared commitment, foster and support risk-taking, setting high expectations). Most of them did not have a very sophisticated assessment system, did not use explicit performance criteria, and did not value the need for permitting the learner to fail in the growth process...

...I have frequently experienced courses with high expectations and clear performance, but little else. I have also experienced courses where the faculty member is able to establish initial respect, sustain student rapport, and support risk-taking, but little else. I have yet to encounter a learning environment that contains all of the prescribed steps in the QLE methodology, but I desire to do so...

Q2. What are the top techniques that you currently use to enhance learning environments in which you work? How do these relate to steps in the Methodology for Creating a Quality Learning Environment?

... A positive learning environment should (a) set clear and high expectations, (b) get student buy-in very early in the process, (c) generate regular student feedback with an assessment mindset, (d) create opportunities to meaningfully challenge students, and (e) balance structure as well as flexibility in navigating learning experiences...

...As a community college instructor, I am very aware that many of my students come underprepared to take

my Biology courses. Because of this, I work very hard to make sure NONE of my students judges any other students in the course. I do this by letting them know that everyone in the course is at a different level in their post-secondary career. I ask them all to be patient with me as I attend to different needs expressed in the classroom and to embrace opportunities for peer-mentoring that invariably come along...

Q3. Why is the order of steps used to create a quality learning environment important? Which ones are often skipped and what are the consequences?

...I feel that the QLE methodology takes the user/learner through logical stages that ensure comfort and respect are achieved and built upon. If Step 1 (establish initial respect) and Step 2 (start with no prejudging) are skipped, the user/learner withdraws and responds poorly to challenges of any sort...

...The steps that are often skipped and have dire consequences are: establish respect, avoid prejudging, setting high expectations, and challenging performance. When respect is not established and no rules have been set, most students assume the teacher does not care about the quality of learning and some learners begin to act out, often in a hostile manner. It is very difficult to recover from this situation. The beginning of each course or learning experience offers a precious, but limited, resource for setting the tone for the learning experience...

The ensuing real-time group discussions focused on what should a learner do to contribute to a QLE as well as what should faculty do to promote a QLE in their institutions. All three discussion groups recognized that exemplary faculty behavior within the institution was analogous to exemplary learner behavior within the classroom. Effective learners will actively participate, be motivated, be prepared, ask good questions, and elevate individual performance capabilities. Similarly, effective faculty members will listen empathetically, model and exchange best practices, collaborate, actively engage in self- and peer-assessment, and continue to elevate goals for organizational performance. Group discussion revealed two different mindsets in setting expectations. One approach paints a picture of the transformational learning that will occur and explains why this is valuable. The other approach prejudices what rules/norms participants will violate and focuses on undesirable outcomes that could result. Analogously, there was consensus that two very different mindsets are possible in the area of student feedback. One approach is the assessment mindset that focuses on strengths and areas for improvement. The other approach is the evaluation mindset that focuses on judging

whether or not standards are met, often criticizing the student as much as the performance, but offering minimal advice for continuous improvement. Finally, participants realized that the real barrier in implementing a QLE is not likely to be resource constraints, but instead personal beliefs about fellow stakeholders in teaching/learning. Creating and sustaining a QLE requires a worldview that inspires educators to be proactive in setting high and uplifting expectations, believe in learner efficacy as opposed to accommodation in the face of adversity, engage in timely and learner-centered assessment that is aligned with clear performance criteria, accept failure as a natural setback on the road to success, and be willing to challenge all participants against a backdrop of shared respect and commitment to learning. This session reinforced student interest in studying a profile of a transformational leader and matching actions of effective leaders to regions of the concept map that was explored in the first online session.

Professional Development for Future Leaders

The pre-session work for the third online session included studying a profile of a transformational leader in education, locating leadership attributes within the Concept Map of Process Education, and suggesting improvements to the concept map so that it more accurately captures dynamics of transformational leadership. Significant discoveries about academic leadership included the following:

...The essential role for academic leadership is to create an atmosphere for stakeholders to buy in and accept ownership for key outcomes. Academic leadership has to at once promote curriculum development and ongoing professional development for next-generation leaders, and generate interest/willingness to respond to external demands on the organization...

... The best leaders seem to be the best learners and their personal growth is intentional because our world today is filled with volatility, uncertainty, complexity, and ambiguity. To navigate through this new world, we must keep asking questions, revising our goals and building our knowledge base. John Maxwell (2012) points out that personal growth does not just happen; we have to have a plan for it. We should not make the assumption that good things will happen. Rather, we must ask ourselves what we want. We should not underestimate how far we might be able to go in life – most of us aim too low in life in achieving our goals.

A number of substantive edits to the Process Education concept map were suggested to better communicate the role of leadership in transformational learning environments. These were synthesized by one of the co-authors and played back to the class for approval. Refinements included

more detail about the context for leadership action flowing down the left-hand side of the map and modifications to the center of the map to capture professional development that extends beyond the classroom. The revised concept map is shown in Figure 5 and major edits highlighted are in green (dashed rectangles). One of the students commented that in reviewing the updated map, “I instantly realized that I’m not as effective in the classroom and with my colleagues as I think I am. I can see a number of ways that I am stifling the learning and innovation process. I intend to hold myself accountable for making constructive changes and have already begun conversations with my supervisor in doing so. The revised concept map should be a useful tool in supporting this dialogue.”

Based on pre-session work, two critical thinking questions were posed for group discussion. The first question was, “What are the key functional roles of academic leadership?” The second question was, “Should these functional roles be discovered or taught (via professional development)?” Key functional roles for leadership were identified as being visionary, communicating status, serving as an advocate/politician, directing planning, building teams, role modeling, mentoring, assessing individual and team performance, delegating responsibility, providing stewardship for resources, and exercising diplomacy. The visionary role appears in the lower left corner of the concept map. The assessor role appears in the right-hand column of the map. The mentor role is intertwined with facilitation in the center of the map. The politician, diplomat, and planning roles are part of the left-hand column in the map. Personal characteristics that enhance these functional roles were identified as being emotionally resilient, ethically sound, valuing results as well as quality processes, engaging with and affirming others, possessing an open mind, taking responsible risks in making timely decisions, and modeling life-long learning/self-growth. The profile shown in Figure 6 was updated based on small group discussions. Many of the personal characteristics appear under *personal attributes* within the profile. Many of the functional roles appear under *interpersonal attributes* within the profile. A number of the functional roles that extend beyond local audiences appear under *global attributes* within the profile. Beyond individual leadership capabilities, concern was expressed about the preparedness of educational institutions to exercise succession planning for academic leadership. It was noted that the typical tenure for deans and department heads is 3-5 years, often with major sea changes as the mantle of leadership is passed between leaders. Participants cited numerous instances where this was felt to be disheartening, confusing, and wasteful of precious time/resources. Growing the next generation of leadership was seen to be a necessary condition before leaders can legitimately move on.

Participant Impacts

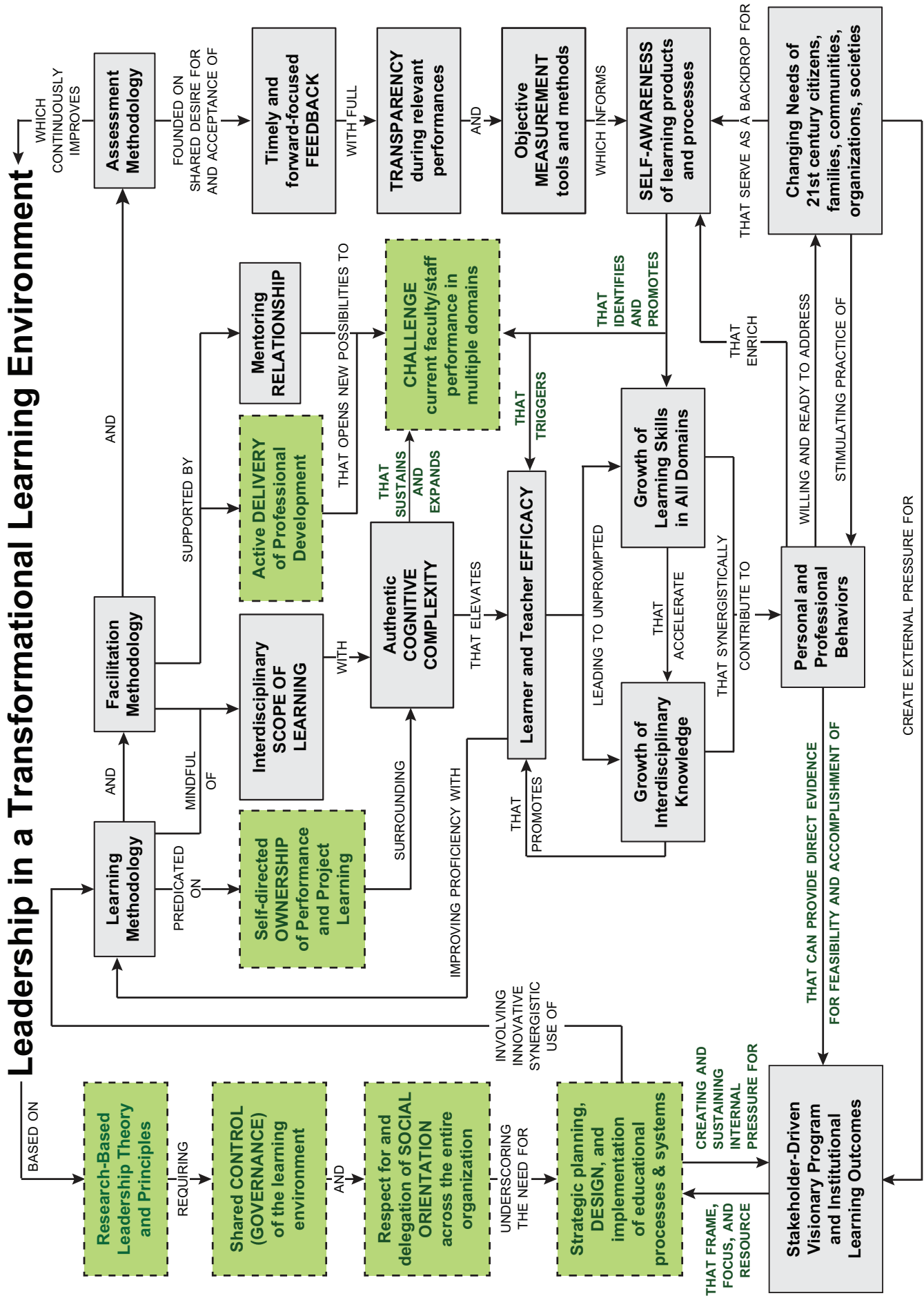
At the end of the third session, students were asked to address two questions in conjunction with other requirements for their concluding self-growth paper. These were:

- How have you changed as a self-directed learner and self-grower within the learning environment provided by this course?
- How have you changed as a global leader of transformational learning?

In response to the first question, students noted new skills and confidence in using synchronous as well as asynchronous technology tools, heightened interest in Process Education scholarship embodied in the *Faculty Guidebook* as well as the *International Journal of Process Education*, deep appreciation and desire to internalize the Methodology for Creating a Quality Learning Environment, and proficiency with the SII model for assessment (Baehr & Beyerlein, 2007; Wasserman & Beyerlein, 2007). In response to the second question, students indicated a commitment to use learning objects explored and refined in this course (especially Figures 2, 5, and 6) as tools for guiding personal professional development. This is nicely summarized by the lead author who was a student in the North Carolina A&T class:

My goal for this course was to learn how leadership plays different roles from the local community to the national stage, and on the rest of the globe. An interesting by-product was becoming more proficient as a self-learner and self-grower. Having been a competitive international-level athlete in the past and currently as a coach/PE teacher, I have come to realize how essential it is to act locally, but think globally if I am to make meaningful and lasting changes in my society. I have always been interested in learning how people use sports or how sports help people to promote leadership development in youth, peace, and socio-economic justice. As a servant leader, I accept the responsibility to set aside time to cultivate and communicate my life vision, use self-assessment to hone personal and collective potential, act as a mentor as well as a change agent, and to become a scholar of leadership. Higher education should do more than just help the younger generation transition from being static individuals to star performers (Apple, et. al, 2013), it should prepare them to become enlightened and competent leaders in their own right. This should include authentic opportunities for examining cultural values, discussing political questions, and exercising leadership development like we have experienced in this course.

Figure 5 Leadership in a Transformational Learning Environment



Concluding Thoughts

A common discovery shared by all who participated in the course was a belief that personal and organizational change should be intentional, not accidental. Often people wait for opportunities to be presented to them (accidental growth) rather than planning for opportunities based on willingness to develop (intentional growth) (Sherman, 2014). This is not the stance of proactive global leaders. We should see our growth as a personal responsibility, learn from our mistakes, seek new experiences outside of our comfort zone, start our growth plan today (there will never be a perfect time), recognize and respond to life's challenges, follow through on our commitments, and think/act like life-long learners as well as a global transformational leaders.

It was surprising that a number of students felt that previous doctoral courses had not included enough discussion about current global economic and political issues. The interactive design of this course afforded an opportunity for students to gain access to unique international backgrounds/experiences possessed by others in the class. A mutual respect emerged in the group discussions, and participants became noticeably less inhibited about

sharing their own experiences, whether native born or foreign born. Most students realized that they needed to deepen their familiarity with local and national issues, but also dramatically expand their appreciation of global perspectives. Despite the positive response to the current course design, even greater allocation of class time to global issues was desired along with greater conciseness in the syllabus layout and clearer guidance on how various rubrics would be applied to each assignment.

The integration of Process Education through the online outreach sessions helped promote mentorship among students and faculty, leading to a number of collaborative projects including this article. By using modern instructional technology and electronic communications tools, spatial and temporal boundaries associated with face-to-face instruction are readily broken down. This supported meaningful asynchronous communication before and after the online sessions as well as connectivity between participants in five different states during the online sessions. The application of Process Education philosophy and best practices made the experience qualitatively different from webinars which are more one-directional and passive in their message/delivery.

Figure 6 Profile of a Transformational Global Leader

Personal Attributes	
Lifelong Learner	Creates and takes advantage of opportunities to become more knowledgeable, leading to increased performance
Self-Grower	Has an abiding and guiding life vision and self-assesses to self-mentor one's own development towards this vision
Team Player	Readily accepts responsibility and accountability to achieve shared goals, and is capable of admitting and rectifying mistakes along the way
Emotionally Secure	Has strong self-esteem, self-affirms, and is non-defensive
Role Model	Regularly models appropriate behaviors desired of others that are consistent with personal and professional values
Planner	Applies strategic thinking and anticipates issues, devising operational plans that align with strategic goals
Risk Taker	Is willing to deviate from "what we've always done" to make a positive difference by accepting difficult challenges that others often shun
Interpersonal Attributes	
Visionary	Sees trends, gaps, opportunities and new paths to the future 3-5 years ahead of others by thinking outside the box
Storyteller	Makes context and possibility come alive through stories, and uses metaphors to get stakeholders excited about positive future conditions

Figure 6 Profile of a Transformational Global Leader (continued)

Interpersonal Attributes (continued)	
Politician	Clarifies current and future needs of stakeholders through ongoing dialogue and identifies opportunities that connect with a shared vision
Director	Establishes goals with targets, measures, milestones, and a monitoring system to track progress in realizing results
Quality-Manager	Strives to improve upon existing standards of performance by promoting improvement through continuous assessment and by recognizing these improvements
Affirmer	Uses inclusive language to publicly acknowledge others—their ideas, accomplishments, and value to the organization (not “me” but “we”)
Team Builder	Creates teams where the passion and expertise of individuals is tapped to guide the team to success
Facilitator	Seeks diverse perspectives and challenges common assumptions to discover new ways of seeing and doing things
Decision-Maker	Seeks input from relevant stakeholders, quickly incorporates their feedback, deliberates in the best interest of the organization, and commits to making timely decisions that others could find difficult
Steward	Anticipates needs, and in order to meet them, matches them to available resources, both internal and external, through thoughtful and optimal allocation
Mentor	Believes in others, establishes clearly defined growth outcomes, builds trust, advocates, assesses, and challenges growth
Assessor	Willingly takes times to help others improve by assessing instead of judging the performance of individuals and teams
Empathetic Listener	Values and takes a genuine interest in others, uses positive language, is sensitive to cultural differences, and is emotionally available rather than distant
Delegator	After clearly articulating responsibilities and expectations of others, gives them the freedom and resources necessary for producing success, while expecting accountability
Global Attributes	
Ethicist	Exhibits integrity in actions and decision-making in the face of challenging ethical dilemmas
Communicator	Shares organizational vision, challenges, and opportunities on an ongoing basis (not just when a crisis makes it necessary) based on understanding of diverse opinions, inside as well as outside one’s day-to-day environment
Networker	Makes and takes advantage of opportunities to connect with others inside and outside of one’s immediate environment in formal as well as informal ways
Diplomat	Recognizes the importance of bringing all shareholders to the same table to seek “win-win” outcomes
Cross-Culturalist	Takes actions to relate to different cultures and accomplish meaningful outcomes across cultural borders
Inter-Culturalist	Seeks to understand how people from different countries and cultures act, communicate, and perceive the world around them
Intra-Culturalist	Effectively shares information within the same cultural environment and social groups, but knows how to synergize the message with perspectives of those in larger communities

References

- Apple, D., Morgan, J., & Hintze, D. (2013). *Learning to learn: Becoming a self-grower*. Hampton, NH: Pacific Crest.
- Apple, D. & Smith, P. (2007). Methodology for creating a quality learning environment. In S. W. Beyerlein, D. K. Apple, & C. Holmes (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance*. (4th ed.) (317-320). Lisle, IL: Pacific Crest.
- Baehr, M., & Beyerlein, S. (2007). Overview of assessment. In S. W. Beyerlein, D. K. Apple, & C. Holmes (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance*. (4th ed.) (157-160). Lisle, IL: Pacific Crest.
- Beyerlein, S., Burke, K., & Hintze, D. (2012). Concept maps for linking aspects in the Transformation of Education. *International Journal of Process Education*, 4(1), 43-60.
- Beyerlein, S., Burke, K., Mutisya, P. M., & Cordon, D. (2014). Online professional development for process educators. *International Journal of Process Education*, 6(1), 27-36.
- Dulupçu, M. & Demirel, O. (2005). *Globalization and internationalization: Research report under the project funded with support from the European Commission* (226388-CP-1-2005-1-DECOMENIUS-C21).
- Ellwood, W. (2010). *The no-nonsense guide to globalization* (3rd ed.). Ottawa, Ontario. New Internationalist. ISBN-10: 1906523479.
- Etzioni, A. (2004). *From empire to community: A new approach to international relations*. NY: Palgrave Macmillan.
- Higher Learning Commission of the North Central Accreditation (HLC-NCA) Self Study Criterion Committees. (2008). *Diversity, globalization and internalization: Concept paper*. South Dakota State University. Retrieved April 23, 2014 from <http://www.sdstate.edu/accreditation/upload/Diversity-Globalization-and-Internationalization-1-06-09.pdf>
- Hintze, D., Beyerlein, S., Apple, D. & Holmes, C. (2011) The Transformation of Education: 14 aspects. *International Journal of Process Education*, 3(1) 73-92.
- Hofstede, G., Hofstede, G. J. & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York. McGraw Hill.
- International Monetary Fund Staff (2000). *Globalization: Threat or opportunity?* Retrieved April 21, 2014 from <http://www.imf.org/external/np/exr/ib/2000/041200to.htm>
- Maxwell, J. C. (2012). *The 15 invaluable laws of growth*. New York: Hatchette Book Group.
- Sherman, R. O. (2014). *4 strategies to promote intentional personal growth*. Emerging R. N. Leader. Retrieved April 22, 2014 from <http://www.emergingrleader.com/4-strategies-to-promote-intentional-personal-growth/>
- Smith, P. & Apple, D. (2007). Overview of quality learning environments. In S. W. Beyerlein, D. K. Apple, & C. Holmes (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.) (311-314). Lisle, IL: Pacific Crest.
- Smith, P. & Spoelman, L. (2009) Conditions for challenging learner performance. *International Journal of Process Education*, 1(1), 65-68.
- Wasserman, J. & Beyerlein, S. (2007). SII method of assessment reporting. In S. W. Beyerlein, D. K. Apple, & C. Holmes (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.) (465-466). Lisle, IL: Pacific Crest.

