Cultivating Intercultural Leaders: From Assessment to Action Plans at the Global Leadership Advancement Center

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GLAC'S MISSION

Advancing, fostering, and disseminating cutting-edge knowledge on global leadership and its development

"*We cannot solve today's problems with the same thinking **OR LEADERSHIP** that we used when we created them.*" Einstein +

1 ERADICATE EXTREME POVERTY & HUNGER

2 Achieve universal primary education

3 Promote gender equality and empower women

4 Reduce child mortality

5 Improve maternal health

6 Combat HIV/AIDS malaria and other diseases

7 Ensure environmental sustainability

8 Develop a global partnership for development

2000 - Millennium Development Goals - 2015

Global Leadership Defined

The process of influencing the thinking, attitudes and behaviors of a global community to work together synergistically toward a common vision and common goals

"Extreme Leadership"

But relevant for any diverse setting; incorporates 3C

Today's Learning Objectives

- Learn to identify key global leadership competencies

- Examine models of assessment that can be used in global leadership development

- Discuss development plans that can build global leadership competency

- Apply best practices in global leadership development to one's own situation

The Intercultural Effectiveness Scale

The IES examines three main dimensions of intercultural adaptability, and each dimension consists of two sub-dimensions:

Continuous Learning	Interpersonal Engagement	Hardiness
Exploration	Global Mindset	Positive Regard
Self- Awareness	Relationship Interest	Resilience

An *Overall IES* score is also generated.

CONTINUOUS LEARNING (CL)

- How you engage the world around

- How it influences your intercultural success

- People who strive to learn new things are more successful at living and working with people from other cultures than those who are comfortable with what they already know

- Two specific sub-dimensions comprise this factor: *Exploration* and *Self-Awareness*

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6

Continuous Learning: Exploration

- Exploration is defined as:

  - Having an openness to understanding new things

  - Having a fundamental inquisitiveness and curiosity

  - Displaying a willingness to seek out new experiences

  - Showing the ability to learn from mistakes

Continuous Learning: Self-Awareness

- Awareness of your personal values, strengths, weaknesses, interpersonal style, and behavioral tendencies, as well as their impact on others.

- The degree to which you reflect on this knowledge in order to engage in personal development and learning activities.

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INTERPERSONAL ENGAGEMENT (IE)

- This factor assesses your interest in other cultures

- The development of positive interpersonal relations is essential for effective performance in an intercultural environment

- This factor is comprised of two dimensions: *Global Mindset* and *Relationship Interest*

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INTERPERSONAL ENGAGEMENT: GLOBAL MINDSET

- Your interest in other cultures and the people that live in them

- Your choice of learning about global knowledge, people and other cultures

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INTERPERSONAL ENGAGEMENT: RELATIONSHIP INTEREST

- How one initiates and maintains relationships with people from other cultures

- How one learns as a result of engaging others

- How willing one is to use a foreign language in developing new relationships

HARDINESS (H)

- Managing your thoughts and emotions in intercultural situations

- The tendency to not get upset, stressed, frustrated, or angry when you encounter situations, people, behavior, and ideas that are different from what you are used to

- Managing your emotions constructively and learning from failures and setbacks

- This factor is comprised of two dimensions: *Positive Regard* and *Emotional Resilience*

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12

HARDINESS: POSITIVE REGARD

- Assuming the best about people and being more accepting of different behaviors

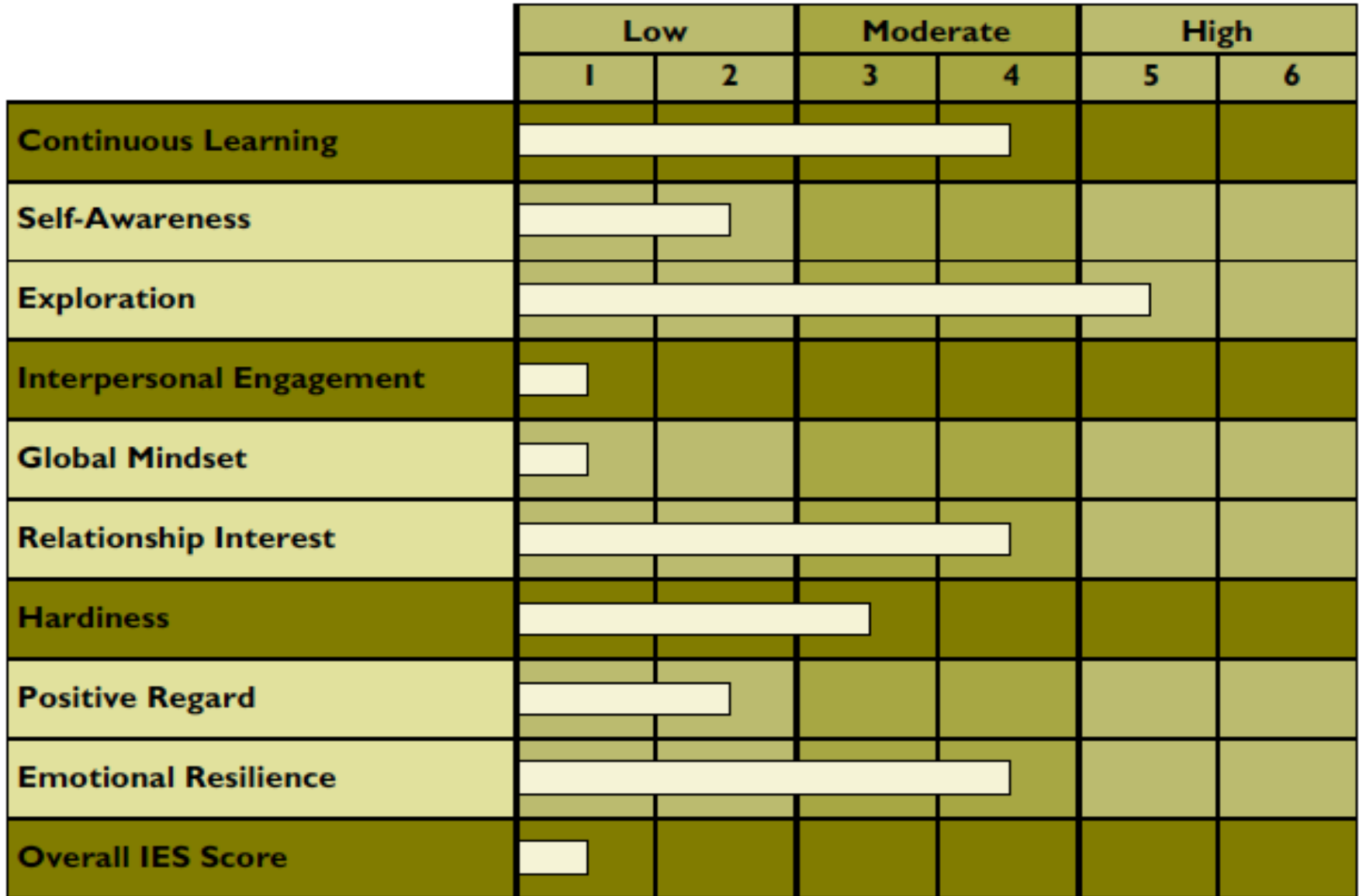- Not resorting to negative stereotypes about other cultures or people

Hardiness: Emotional Resilience

- Your level of emotional strength and ability to cope with challenging emotional experiences

- Your capacity to recover quickly from psychologically and emotionally challenging situations

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Sample IES Results

Demonstrated Level of Effectiveness

	Low		Moderate		High	
	1	2	3	4	5	6
Continuous Learning	████████████████					
Self-Awareness	████████					
Exploration	██████████████████					
Interpersonal Engagement	█					
Global Mindset	█					
Relationship Interest	███████████████					
Hardiness	████████████					
Positive Regard	██████					
Emotional Resilience	██████████████					
Overall IES Score	█					

Personal Development

Requires:

- Ability and willingness to learn and transform oneself

- Self-motivation

- Personal development plan and accountability

- Extensive practice

- Crucible experiences

- High challenge, high-contact cross-cultural exposure

- Experiential learning and reflection

PERSONAL DEVELOPMENT PLAN (PDP)

Assessment: What is/are my targeted area(s) of intercultural effectiveness for highest potential for growth and development?

Goal: Which dimensions are of greatest importance in terms of my responsibilities?

Tactics: Concrete "how-to's" -- SMART goal

Reporting Results: Scheduled accountability to someone for progress

ACTUAL PDP

GOAL: Develop an above-average level of communication with the people I will be living and working with in Germany." But this is a life skill that will help me have more influence to accomplish things wherever I am and whatever I'm doing. So the real objective is to enable me to have more influence in getting things done.

FIRST TACTIC: "I will study the language 15 minutes in the morning and 15 minutes in the evening every day, and I will practice speaking with three different Germans every day." I want to be able to hold simple conversations by the end of the month.

SECOND TACTIC: By the end of 3 months, I want to be able to ask people simple questions to better know them—like if they have children, where they live, etc.

REPORTING RESULTS: *Who*: "I will report my language study and interaction to my cousin back home." *How and When*: "I will send my report by email every Sunday evening."

PDPs and Cognitive Behavior Therapy (CBT)

Improving one of these -- cognitions, emotional regulation, behavior tendencies – improves the others.

CBT Characteristics
• Clear time-frame
• Self-responsibility for development
• Learn new behavioral, interpersonal cognitive and emotional-regulation skills
• Accountability to someone

(Mendenhall, M., Arnardottir, A., Oddou, G., & Burke, L. 2013. Developing cross cultural competencies in management education via cognitive behavior therapy. *Academy of Management Education & Learning*, 12(3), 436-451.)

3C Development Caveats

- Cultural Knowledge ≠ Intercultural Competence (Bennett & Salonen, 2007)

- Neither language fluency nor living in another country guarantees intercultural competence (Hammer, 2007)

- Different stages of learner readiness require different types of training (Bennett & Bennett, 2004)

- Intergroup contact does not always reduce prejudice (Pettigrew & Tropp, 2000)

- Mediated learning leads to greater 3C gains (Vande Berg, Paige & Hemming, 2012)

What We Know About GLD

- Process of personal transformation that takes time to develop (Mendenhall, 2006)

- Learning, expanding and *unlearning* competencies and mindsets (Mendenhall, 2002)

- Unpredictable non-linear process (Mendenhall, 2006)

- Best accomplished through experiential learning, reflection & multi-method designs (Osland & Taylor, 2003)

- The Four Ts: Training – Teams - Travel – Transfer (study abroad) (Black, Gregerson & Morrison, 1999)

- Expatriate assignments involve a transformational process of "letting go and taking on" that can trigger GLD (Osland, 1995)

- GLD models comprise a series of transformational, crucible experiences over time (Osland & Bird, 2013)

- Key role played by cross-cultural mentors and significant others (McCall & Hollenbeck, 2002)

- Non-work cross-cultural experiences play a developmental role (Caligiuri & Tarique, 2012)

…What We Know About GLD

- Cross-cultural experience has to be **high contact/high challenge** in GLD (Caligiuri & Tarique, 2012)

- Personality characteristics, motivation, language skills and prior experience accelerate 3C via international experience. Cognitive ability, prior knowledge, and personality accelerate knowledge gained via cross-cultural training. (Caligiuri & Tarique, 2014)

- International service learning programs develop socially responsible global leaders (Pless, Maak & Borecká, 2014)
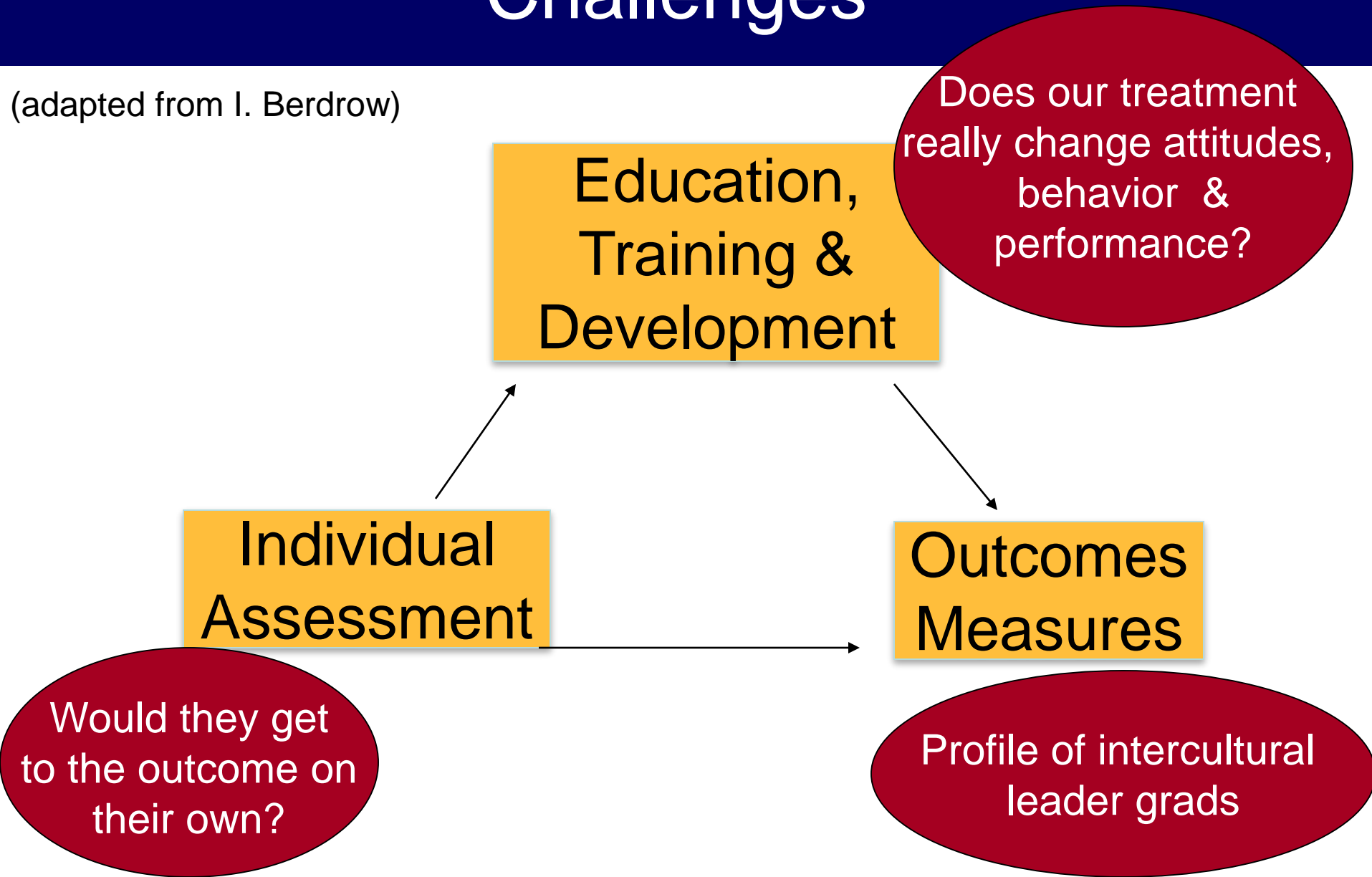
Back to 3C Development Caveats

- Learning from experience requires more than being in the vicinity of events; **learning emerges from the ability to construe those events and reconstrue them in transformative ways** (Kelly, 1963; Bennett & Salonen, 2007)

- Intercultural training is **more likely to change knowledge than attitudes, behavior, adjustment or performance** (Mendenhall, Stahl, Ehnert, Oddou, Osland & Kühlmann, 2002)

Our challenge?
How do we know we're really changing attitudes, behavior & performance?

Development and Assessment Challenges

(adapted from I. Berdrow)

Education, Training & Development

Does our treatment really change attitudes, behavior & performance?

Individual Assessment

Would they get to the outcome on their own?

Outcomes Measures

Profile of intercultural leader grads

How Do Expert Global Leaders Describe Their Work Context?

- Managing Multiplicities -- multiple stakeholders, functions, levels, and issues that cross multiple cultures, countries, and government entities.

- Huge Challenges

- Precarious/High Stakes

- Ambiguity

(Osland, Bird, Osland & Oddou, 2007)

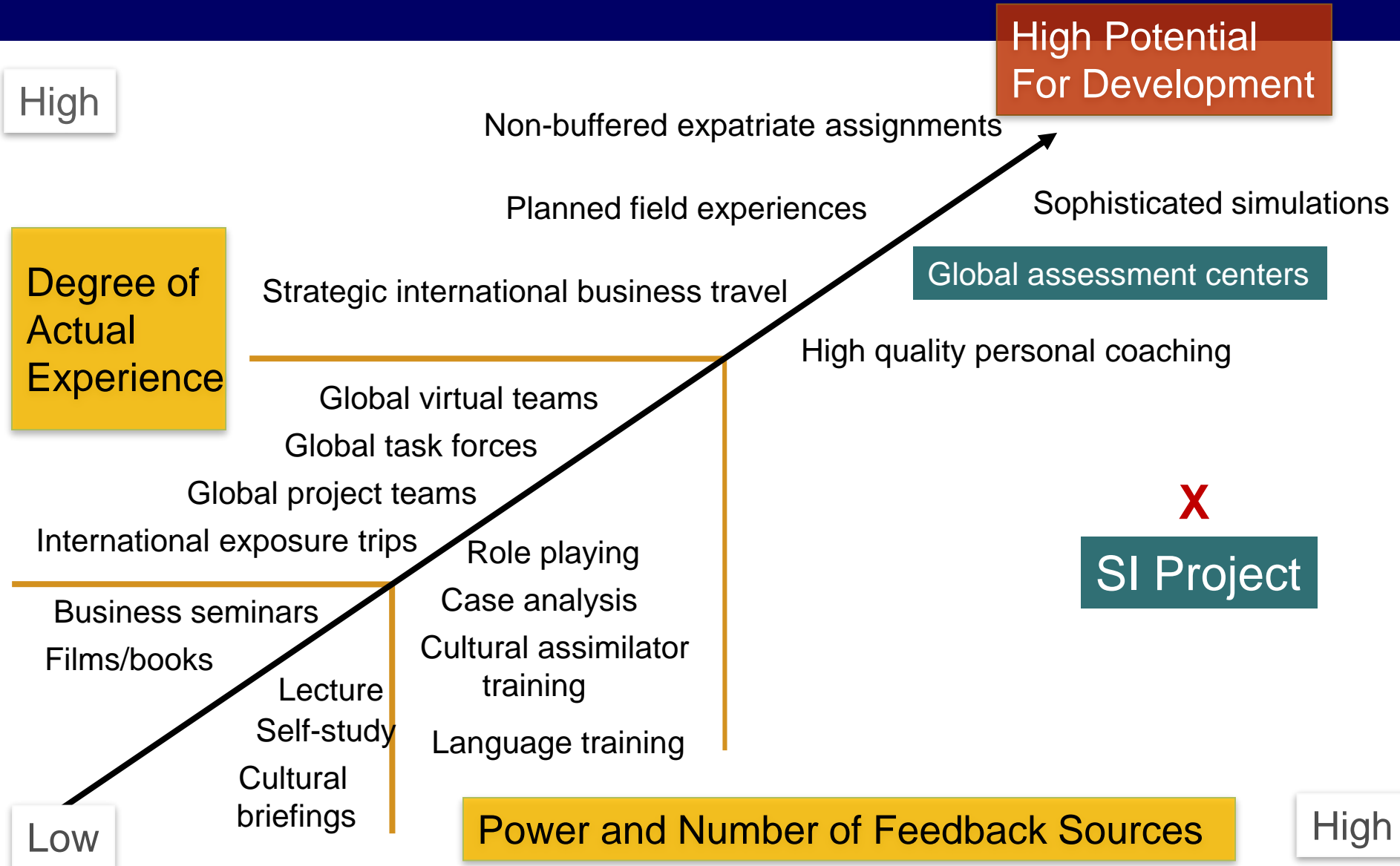How do we replicate this in training & development?

Highlights – What Do Expert Global Leaders Do?

- Deal with Ambiguity
- "Read" people very closely to gauge their reactions and bridge intercultural communication gaps
- Engage in conscious managerial "code-switching" to be effective in different situations
- Engage in stakeholder dialogue & boundary spanning
- Use different types of sensemaking (Osland, Bird, Osland & Oddou, 2007)
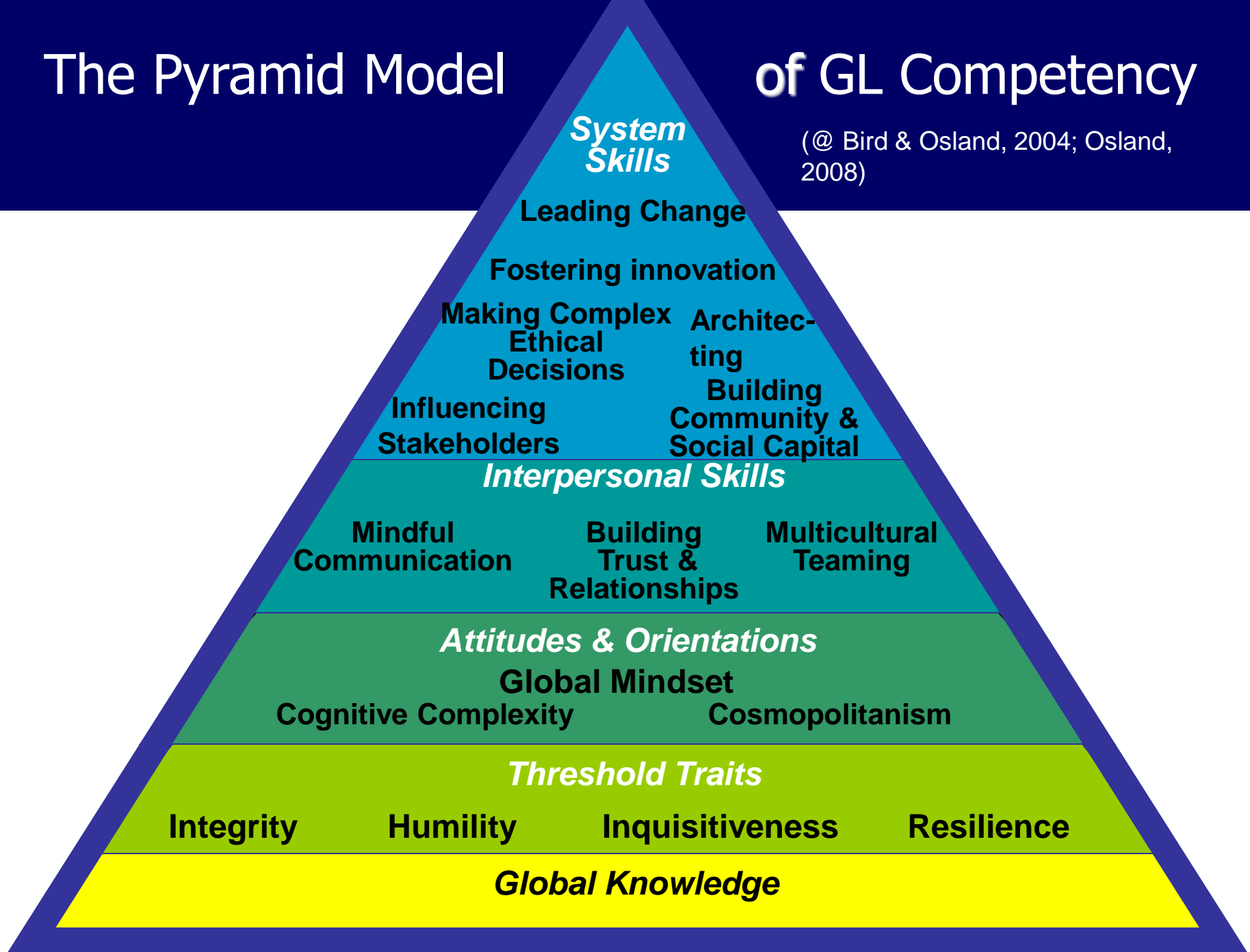
GL Developmental Methodologies

(Oddou & Mendenhall, 2013)

The Pyramid Model of GL Competency

(@ Bird & Osland, 2004; Osland, 2008)

System Skills
- Leading Change
- Fostering innovation
- Making Complex Ethical Decisions
- Architec-ting
- Building Community & Social Capital
- Influencing Stakeholders

Interpersonal Skills
- Mindful Communication
- Building Trust & Relationships
- Multicultural Teaming

Attitudes & Orientations
- Global Mindset
- Cognitive Complexity
- Cosmopolitanism

Threshold Traits
- Integrity
- Humility
- Inquisitiveness
- Resilience

Global Knowledge

FOUNDATION OF COMPETENCY RESEARCH

"Underlying characteristic of an individual or team that can be shown to predict effective or superior performance in a job or situation."

David McClelland, 1973

"Why try to teach a chicken to climb a tree when you can hire a squirrel?"
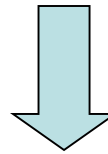
Lyle Spencer, 1990

GLAC PROGRAMS

Knowledge Creation & Dissemination	Development & Training	Social Innovation Initiative

GLLab Assessment Center Courses
GLLab Associates
Global Leadership Passport Program
Gateway Workshops
Advanced Global Leadership Certificate

Interdisci-plinary GL & Innovation Minor

http://www.sjsu.edu/glac/

The GLLAB Assessment Center Methods

- Gap and competency assessments
- Leveraged multicultural population
- Decoding and bridging cultural differences
- Experiential learning and sophisticated simulations
- Extensive feedback and coaching
- Behavioral assessment
- Action learning projects
- Self development focus
- Research-based
- On-going research evaluation study
- Aided by GLLab Associates

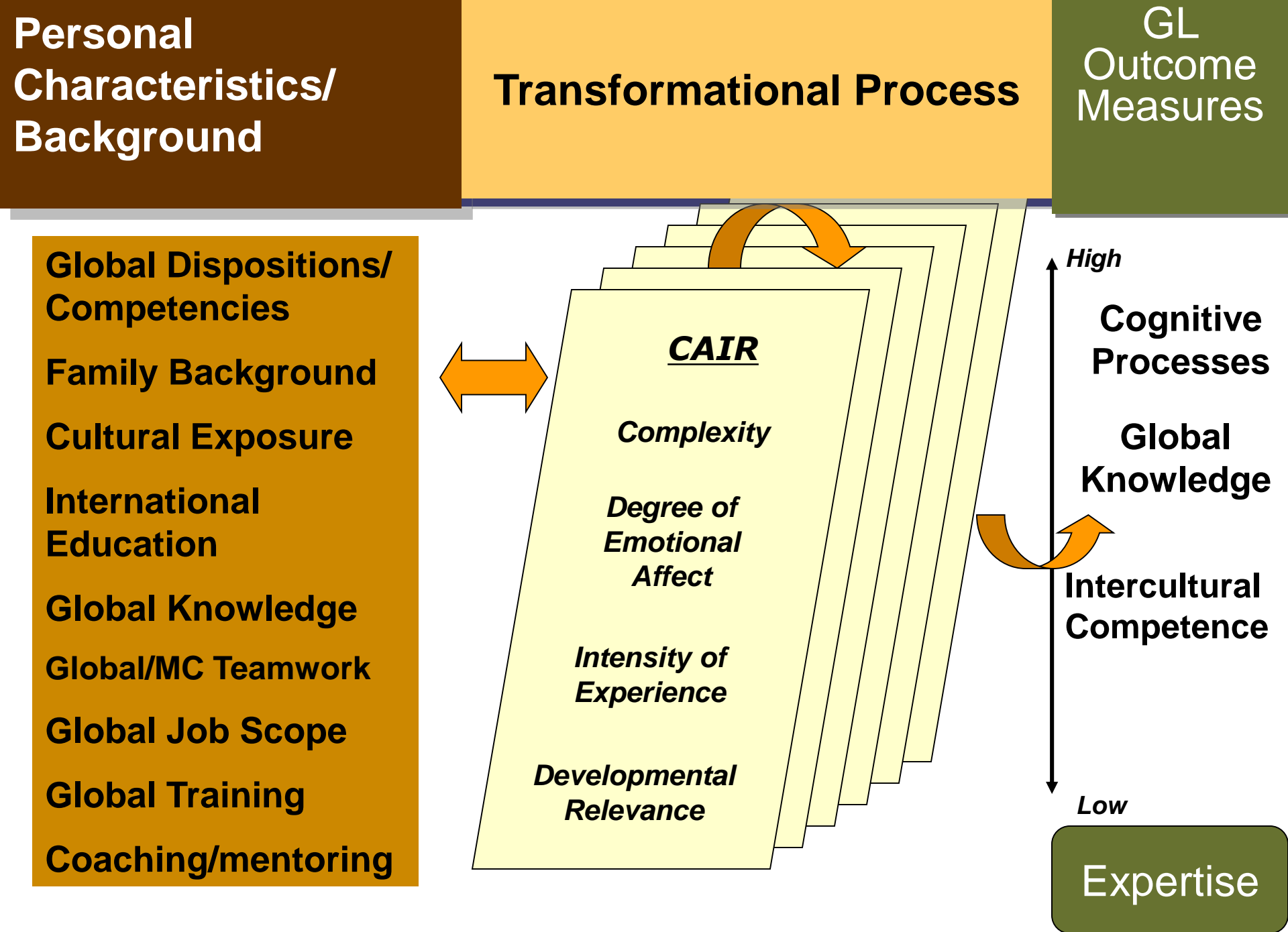**SAN JOSÉ STATE**
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Personal Transformation

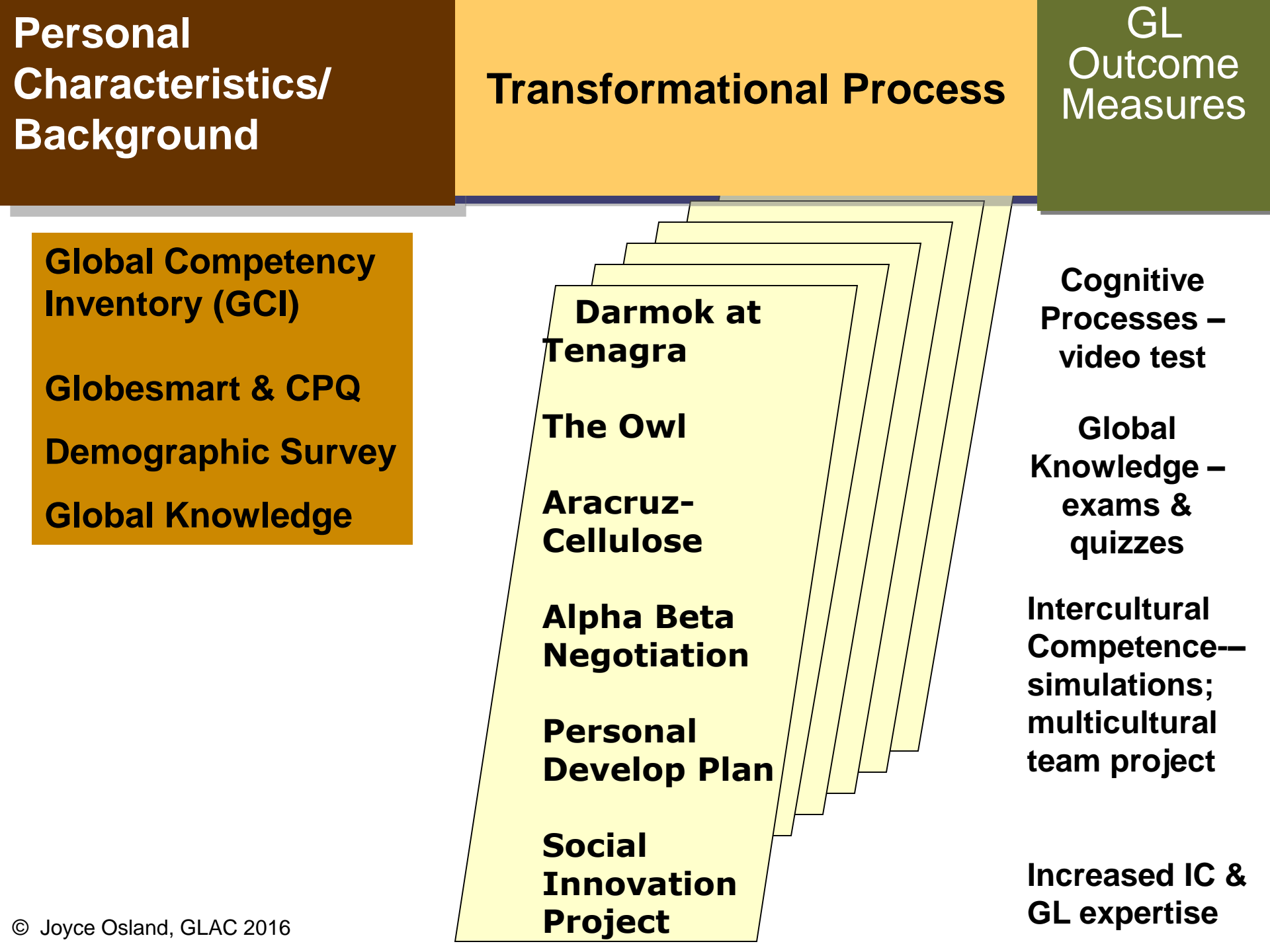"I wanted to change the world, but the world changed me."

Dr. Joanne Lui, Director

Doctors Without Borders

"When I was a young man I wanted to change the world. When I was middle-aged I wanted to change my village. Now that I am a old man, I want to change my self."

African proverb

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Personal Characteristics/ Background

Transformational Process

GL Outcome Measures

Global Competency Inventory (GCI)

Globesmart & CPQ

Demographic Survey

Global Knowledge

Darmok at Tenagra

The Owl

Aracruz-Cellulose

Alpha Beta Negotiation

Personal Develop Plan

Social Innovation Project

Cognitive Processes – video test

Global Knowledge – exams & quizzes

Intercultural Competence-- simulations; multicultural team project

Increased IC & GL expertise

GLLab Behavioral Assessment

- Skill component rubrics
- Self evaluation and guided reflection
- Personal development plans
- Peer evaluation of simulation/team behavior
- Expert evaluation and coaching
- Video recording/coding behavior
- Outcome measures – appropriate and effective behavior in each module that builds/maintains relationships

GLLab Behavioral Coding Rubric

Active Listening skills

Accurately read cues & decode behavior

Handle stress

Non-judgmental

Appropriately code-switch

Tolerate ambiguity

Connect & find common ground

Bridge cultural differences for a positive outcome

GLLab Social Innovation Project

- Laying the foundation: multicultural team-building (ropes & template), gap assessments and implications, midway NGT process check, GLLab Associate/instructor coaching

- Understand a global problem – collaborative learning

- Team SI idea using design thinking

- Report and Class presentation for multi-rater feedback

- Submit to Silicon Valley Innovation Challenge

- Evaluation: 360 team feedback on skills; idea feed-back from peers, Associates, GLs-in-Residence, SVIC participants, industry professionals, & judges

GLLab Social Innovation Project

- 66.1% = "the SI project helped me develop global leadership competencies" (n=171)

Why was it valuable?

"Working with groups and trying to understand others' working styles. Although it was challenging at times, I learned a lot about myself and how well I work as well as understand other people."

"My own communication style and behavior and that of other cultures. Managing negative emotional reactions…Managing teams and projects. Creating new ideas and improving skills for innovating and stimulating myself and others to make a better world: one of the most important points for Global Leadership. Staying positive despite failures = "Yes, you can.""

"I hated working on student teams until this course."

Global Leadership Passport Program

"The Passport helped me get hired!"

This program, the first of its kind, was designed to prepare all SJSU students for global work. Students earn stamps for taking advantage of SJSU's global and cross-cultural co-curricular activities and courses to develop a global mindset and global leadership skills.

75+ SJSU students enrolled

GL PASSPORT PROGRAM
Purpose

- To prepare students for global work and diverse workplaces

- To develop a global mindset and global leadership competencies in students

- To encourage students to take advantage of SJSU's international and cross-cultural co-curricular activities and courses

- Serve as a campus clearinghouse for all things global

- By-product: Campus advisory board integrating best practices in study abroad

Global Leadership Passport Program
Global Leadership Advancement Center

Competency Category	Competency	GLLAB MODULES	COURSES	PROGRAMS	EXPERIENCES AND PROJECTS	E-PORTFOLIO REFLECTIONS
CAPSTONE	Global Leadership / Social Innovation Project	●	●		●	●
SYSTEM SKILLS	Leading Change	●	●		●	●
	Fostering creativity & innovation	●	●		●	●
	Architecting	●	●		●	●
	Making complex ethical decisions	●	●		●	●
	Building community & social capitol	●	●		●	●
	Influencing stakeholders	●	●		●	●
INTERPERSONAL SKILLS	Negotiating across cultures	●	●		●	●
	Managing intercultural conflict	●	●		●	●
	Leading multicultural teams	●	●	●	●	●
	Building trust & relationships	●	●		●	●
	Communicating across cultures	●	●	●	●	●
ATTITUDES / VALUES	Global citizenship & systems thinking	●	●		●	●
	Decoding culture	●	●	●	●	●
	Globalization & global mindset	●	●	●	●	●
LEADERSHIP BASE	Communicating like a leader	●	●	●	●	●
	Motivating diverse followers	●	●	●	●	●
	Leadership 101	●	●	●	●	●
GLOBAL KNOWLEDGE BASE	Foreign language proficiency		●		●	●
	Global knowledge		●	●	●	●

COMPETENCY CATEGORIES

PROGRAM DETAILS FOUND AT
http://www.sjsu.edu/glac/gllab/Passportprogram/

DELIVERY METHODS

GL PASSPORT PROGRAM Assessment Plan

Pre-Test → **Intervention** → **Post-Test**

- Global Knowledge Test
- IES
- Demographic Survey

- Personal Development Plan (PDP)

- Global Knowledge Test
- IES
- GLLab Evaluation Survey
- Final PDP Report

Student Passport Feedback

The GLLab class activity and training was eye opening for me. I would have underestimated the value of humility in leadership… I have lived different places around the world and also have long experience with working in different organizations, which enabled me to understand some basics of interpersonal competency that came thorough practice. But the assessment indicated that my emotional sensitivity and social flexibility is low. I think that is correct because I grew up where all people hold similar values and styles. So being in a heterogeneous setting seems challenging, but I made huge progress from my previous survey and the final one.

Gateway Workshops: Study Abroad Pre-departure

One-two day workshops with assessments and modules :

- Introduction to Global Leadership
- Intercultural Competence
- Cultural Observation Skills
- Multicultural Teamwork
- **Creating a PDP for the trip**

"If only I'd done this workshop <u>before</u> I studied abroad!"

STUDY ABROAD 3C ASSESSMENT PLAN

- **Student selection**: the IES and <u>other data points</u> (faculty recommendations, GPA, GLLab assessment center)
- **Pre-test**: Global Knowledge Test, demographic/global exposure survey, and IES
- **Pre-departure Training**: GLLab content and simulations, IES action plans
- **Pre-departure Skill Practice**: ethnic cultural observations
- **In-country Learning Assignment**: Multicultural Team Management Question – daily interviews and compilation of answers
- **Mediated learning**: daily conversations & journals with staff
- **Return Synthesis**: Learning assigment presentation to cultural experts
- **Post-test**: IES and Global Knowledge Test

LESSONS FROM LARGE-SCALE IES ASSESSMENT PROGRAMS

Bentley – IES with COB sophomores and seniors

San Jose State – IES in Global Leadership Passport Program and study abroad preparation; GCI in Global Leadership courses

Indiana Wesleyan – IES with Intercultural Competence track undergrads

Texas Christian – IES with all students

Northeastern University – GCI with IB majors

Wake Forest University – IES with COB undergrads; GCI with COB grads; GCI with COB faculty

Lessons Learned To Date

- Take an OD approach and build system-wide support
- Map all globalization/IC efforts in the system and analyze their potential for transformation
- Re/Design significant interventions – high contact, high challenge, high contrast
- Leverage and integrate interventions
- Build in PDPs, reflection, and coaching
- Accept that not all students will improve; some post-test results might decrease due to "conscious incompetence" or indifference