

Global Leadership Development in Historical Black Colleges and Universities

Presented by

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GLOBALIZATION

AND

LEADERSHIP

2007 Description of HBCU's

- Existing: 103 Historical Black Colleges and Universities
- First Established to educate newly freed slaves and their children after the Civil War in:
 - Nineteen US States, the District of Columbia and the Virgin Islands
- Consisting of:
 - Public and Private Institutions
 - Single-sex and Coeducational
 - Predominantly Black and Predominantly White
 - 2-Year and 4-year Colleges
 - Research Universities, Professional Schools, Community Colleges, and Small Liberal Arts Colleges

Historical Black Colleges and Universities And International Business and Management

- Of the 103 HBCU's only 7 offer an accredited degree in International Business and International Management
 - Alabama A&M University
 - Bethune Cookman College
 - Central State University
 - Clark Atlanta University
 - Fisk University
 - Paine College
 - University of Texas , El Paso

Historical Black Colleges and Universities International and Global Foci is in:

- Business Administration Degree
- Office of International Studies
- Office of Global Programs
- Global Diversity and Inclusion Institute
- Student Exchange Program
- Center for International Development
- Center for Global Education

The HBCU Globalization Challenge Defined:

- Defining International System

- Identifying Resource Scarcity
Two Resource Venues:
 1. Professional Leadership Development Programs
 - ✓ Corporate Sponsored

 2. Higher Education Institutions
 - ✓ International Business and Management

Global Leadership Development in HBCU's

■ Weaknesses:

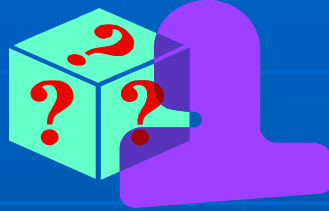
- Sole focus - Finance, Marketing, and Supply Chain Operations
 1. Only a Few International Business Courses
- Little or no concentration given to:
 1. Foreign Language Proficiency
 2. Self-Development and Monitoring
 3. Leadership Traits, Characteristics, Behaviors
 4. Cultural Exchange

Global Leadership Development in HBCU's

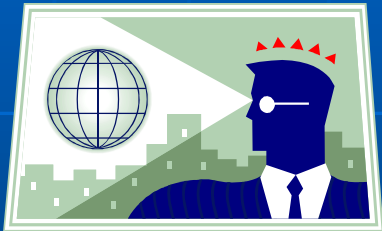
■ Strengths

- Natural cultural richness in environment
- Opportunity to expand on existing programs
- Leadership Legacy
- Opportunity to help define leadership for the 21st Century
- Opportunity to actively participate and affect the global economy and the conditions of humanity

Capitalize on Strengths in Transformative Change

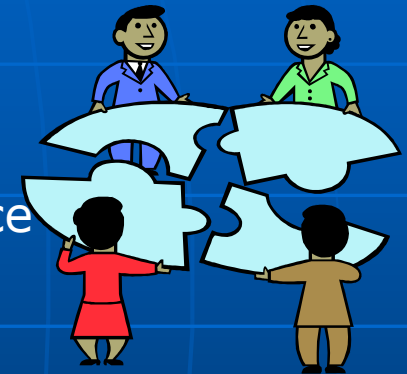


Question approach, assumptions, and believes



Global Mindset

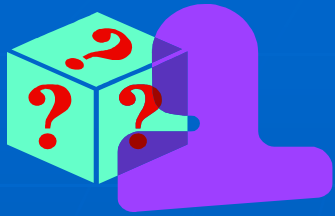
Emotional Intelligence



Navigate and negotiate cultural and language differences and barriers

Live and work in foreign countries





Question approach, assumptions, and believes

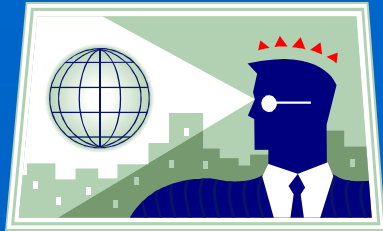
Transformative Learning Approach

“Global vision cannot be realized by adding a couple of courses on foreign lands into the schools’ curricula. Colleges and universities must adapt their curriculum to the future challenges of globalization.”

Z. Ahmed and F. Krohn

Journal of Education for Business (1990)

- Integrate Global Programs into the School of Business
- Join Global and International Institutes with School of Business
- Early Exposure to International Business Courses and Global Development in Business Curricula
- Curriculum Design to include Global Leadership Development
- Philanthropic campaigns and strategic alliances with the business community to increase students’ international opportunities



Global Mindset

- Schools active involvement in global affairs
- Inclusion: COOPERATION not Dominance
- Value not Dismiss
- Personal commitment and interest to enjoy and adapt to diverse cultures
- Patience to work through language and cultural differences



Navigate and negotiate cultural and language differences and barriers

- Foreign language composition and writing requirements
- International politics and law
- Involvement in international activities
- Interdisciplinary analysis of contemporary issues related to foreign policy, international relations, military strategy, and national security



Live and work in foreign countries

- Incorporate an International Internship in the Business School Curriculum as a requirement
- Recognize, Respect, and Understand the Culture (e.g., communications, values, traditions, behaviors)



Emotional Intelligence

- Promote international sensitivity and awareness among faculty, staff, and students
- Study international problems, trends, issues, and cultures
- Self-Regulation = Maximizing Effectiveness
- Set moral and ethical tone

Meeting the Challenge:

“Global leadership characteristics include exhibiting character, embracing duality, and demonstrating savvy. Global leaders should have a genuine emotional connection with employees, behave ethically and with integrity, have a tolerance for ambiguity, balance tensions, and recognize global market opportunities with an understanding of country-specific conditions.”

H. Gregersen, A. Morrison, and J. Black
MIT Sloan Management Review (1998)

Incorporate Global Leadership Development in the International Business and Management Curriculum at HBCU's including these components:

- ✓ Foreign Language Skills Development
- ✓ Exchange or Study Abroad Programs
- ✓ Internship Programs
- ✓ Global Leadership Skills Assessment and Development
- ✓ 360-Degree Feedback Tools
- ✓ Structured Mentoring Programs

Implications for the Future

Global leaders must not only be receptive to change but must be the creators of change.

- Deliberate attempt to incorporate postsecondary education into global leadership development research and discussions
- International Business and Management students graduate with the skills, traits, and characteristics needed for global leadership
- Multinational Corporations to Small Internet Companies gain access to a much needed globally equipped resource base
- HBCU students graduating with a degree in international business and management will be able to demonstrate proficiency in communications, leadership and interpersonal skills, intercultural consciousness or global mindset, language skills, duality, and international exposure that enhances their global preparedness

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Thank You.

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