

# GLOBAL LEADERSHIP DEVELOPMENT IN HISTORICAL BLACK COLLEGES AND UNIVERSITIES

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## ABSTRACT

*Globalization began as the defining international system when the Cold War ended (Freidman, 2000, p7) and since then organizations have been working diligently to identify and acquire resources with the needed leadership skills, traits, and characteristics to effectively navigate their organization through the global economy. Professional leadership development programs and higher education institutions are two venues available to organizations for acquiring this much needed leadership talent. The latter is the focus of this research paper. Specifically, the research proposes to answer the question of how Historical Black Colleges and Universities are implementing global leadership development into their international business and management curriculum. Additionally, the proposed plan for this research is to compare and contrast the practices, tools, and processes utilized in creating global leaders. This researcher assumes that there should be fundamental curriculum components for any student graduating with a bachelors or masters degree in international business and management. These components consist of foreign language skills development, participation in an exchange or study abroad program, exposure to global leaders and businesses through internship programs, and a global leadership skills assessment of the student's ability to successfully navigate a career in international business and management. As a net result, it is proposed that a model be created for global leadership development in higher education with supporting evidence that ties to global leadership theories and concepts.*

**Keywords:** *Global Leadership Development, Curriculum Management, Global Economy, Historical Black Colleges and Universities (HBCU's)*

## 1. HISTORICAL BLACK COLLEGES AND UNIVERSITIES

The 103 Historical Black Colleges and Universities (HBCU's) were established primarily to educate newly freed slaves and their children after the civil war. According to the National Center for Education Statistics (2004) in a study on HBCU's from 1976 to 2001; Historical Black Colleges and Universities represent a diverse set of institutions in 19 states, the District of Columbia, and the Virgin Islands. They are public and private; 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.

Established in 1837 by Quakers in Philadelphia, Pennsylvania, Cheyney State College located in Cheyney, Pennsylvania is the oldest of the HBCU's; followed by Lincoln University of Pennsylvania, founded in 1854; and Wilberforce University located in Wilberforce, Ohio which was founded in 1856 by the African Methodist Church and named after British-born abolitionist, Sir William Wilberforce. Continuing in the first half of the 20<sup>th</sup> Century, most HBCU's were founded under the Jim Crow laws of the various states. These laws provided a dual system of higher education based on the separate but equal format. Not only were the colleges racially separate, there was tremendous disparity in the funding mechanism utilized by the state's political sources (Oliver, Oliver, Kolheim, & Glenn, 1996). One could argue that this disparity continues to exist given that salaries of full-time instructional faculty on 9-month contracts at HBCU's run approximate 80% of that at other institutions (NCES, 2004). Additionally, educational and general expenditures per full-time-equivalent (FTE) student for public HBCU's was approximately \$15,085 in 2000-2001, while expenditures per FTE student for all public institutions was \$16,525 over the same period. The difference is greater in the not-for-profit sector where HBCU's educational and general expenditures were \$7,732 and all institutions averaged \$10,662 (NCES, 2004). The data also reflect that the number of students receiving financial aid was disparately higher at HBCU's than at other institutions. Even though it is not the intent of this research to justify or dispute today's version of separate but equal education, the accessibility of state and philanthropic funds for HBCU's, or how HBCU's allocate their funds once received, one could assume that there is a correlation between

students accessibility to mentors, exchange programs, studying abroad, internships, and other global leadership development tools; and the educational investment or fund disbursement into these institutions.

In the second half of the 20<sup>th</sup> Century, post *Brown versus The Board of Education*, Historical Black Colleges and Universities experienced the adverse effect of mainstream postsecondary education accessibility to African American students. However, in the last two decades of the 20<sup>th</sup> Century it was mainstream institutions that experienced a drop in freshman enrollment of African American students while HBCU's enrollment saw an increase. There are any number of contributing factors to this shift in enrollment such as reverse discrimination lawsuits and anti-affirmative action sentiment levied against higher education institutions. Not to be ignored, further review of the enrollment statistics indicate a shift is also found in the student enrollment and faculty demographics of HBCU's. For instance, West Virginia State College, which opened in 1891 to serve the African American community's higher education needs, is now 85% White. But regardless of the enrollment shifts, the underlying principles and mission of HBCU's have not changed.

## **2. GLOBAL LEADERSHIP DEVELOPMENT IN HISTORICAL BLACK COLLEGES AND UNIVERSITIES**

In the published results of interviews and surveys of executives across Europe, Asia and North America; and human resource managers responsible for executive development in U.S. Fortune 500 companies, Gregersen, Morrison, and Black (1998) indicate that most companies clearly lack the quantity or quality of global leaders needed by their firms. Their resulting statistics suggest the importance of global leadership development and the subsequent deficiencies of adequate training to fill global leadership positions. For example, to the survey question "How many global leaders do firms have?" the response was: Nowhere Near Enough 29%; Fewer Than We Need 56%; About the Number We Need 13%; and More Than Enough 2%. Likewise, in response to the survey question "How capable are global leaders?" the response was: No Capability 8%; Less Capability Than Needed 59%; About the Needed Capability 29%; and Highest Capability 3%.

Professional leadership development programs and higher education institutions are two venues available to organizations for acquiring this much needed leadership talent. In fact, Ahmed and Krohn (1990) write that education is the single most critical element in enhancing an individual's contribution to society's long-term competitiveness. As such U.S. colleges and universities must adapt their curriculum to the future challenges of globalization. They refer to the written evidence (Blake, 1987: "Global Competition," 1986; Goennings, 1987a & 1987b; Kaminarides & Mullins, 1981) that a lack of global awareness on the part of U.S. business students has weakened U.S. businesses' ability to be competitive in the global economy. Most importantly they state that "a global vision cannot be realized by adding a couple of courses on foreign lands into the schools' curricula" (Ahmed & Krohn, 1990).

Ahmed and Krohn's points illuminate a weakness found in the existing international business and management curriculum at HBCU's and its sole focus on finance, marketing, and supply chain operations. Little to no concentration is given to foreign language proficiency, self development and monitoring, leadership traits, characteristics, behaviors, or cultural exchange. To correct this weakness a transformative change must take place. This change requires a transformative learning approach by the HBCU's. In order to build the global leadership competencies needed by Multinational Corporations, HBCU's must question their approach, assumptions, and beliefs about international business and management education. Global enterprise is not static, at the current growth rate, "trade between nations will exceed total commerce within nations by 2015" (Gregersen, Morrison, & Black, 1998). Thus educating students on an American view of Supply Chain Management and Finance is not sufficient to becoming successful in a global economy. HBCU students graduating with a degree in international business and management must be equipped with a global mindset that prepares them for the ambiguity of global management, the business and organizational savvy to navigate and negotiate cultural and language differences and barriers. They must be prepared to live and work in foreign countries, and elevate their Emotional Intelligence to adequately adjust to a foreign environment.

Unfortunately, this preparedness is not found in the traditional syllabi currently offered at most HBCU's offering an international business and management degree program. Consequently, adjustments must be made to incorporate global leadership development in the curriculum.

Almost all of the Historical Black Colleges and Universities that offer a degree in Business Administration include in their curriculum one to three classes in International Finance, Management or Supply Chain. But of the 103 Historical Black Colleges and Universities only seven offered an accredited degree in International Business and International Management. Alabama A&M University in Normal, Alabama; Bethune Cookman College in Daytona Beach, Florida; Central State University in Wilberforce, Ohio; Clark Atlanta University in Atlanta, Georgia; Fisk University in Nashville, Tennessee; and Paine College in Augusta, Georgia offer a Bachelors and/or Masters Degree in International Business and International Management and only The University of Texas at El Paso (UTEP) offers a PhD in International Business which focuses on teaching and research. And of the seven HBCU's with an accredited degree in International Business and Management only Bethune Cookman College offers a concentration in Business Leadership.

Ironically, several of the schools, including those without an international business degree instituted an Office of International Studies to partner with the business community, and to promote globalization in the curriculum and on campus. For example, Alcorn State University in Lorman, Mississippi has an Office of Global Programs whose mission is to engage the university into global activities, build global competence, and provide students with international experiences. The plan is to

provide students with the ability to study abroad, international internships, language and cultural enrichment, facilitate the participation of faculty and staff in exchange programs, research, and other international activities which enhances global knowledge, and to facilitate research and outreach activities to build international trade capacity for small farmers and rural agribusinesses; collaborate with agencies to generate and disseminate new knowledge in international trade policy analysis ([www.alcorn.edu](http://www.alcorn.edu), 2007).

Currently, Alcorn State University Office of Global Programs has two staff members filling the positions of Director; and Translator and Global Programs Specialist. And at the time of this research, no events were posted on the Global Programs website to describe the schools involvement in global affairs or development. And even though Alcorn State University has instituted an Office of Global Programs there is not much evidence that the program has infiltrated into the School of Business. The only evident class providing focus of global consideration is an elective course on International Economics. In a similar case, Dr. Johnnetta Betsch Cole has built the Johnnetta B. Cole Global Diversity and Inclusion Institute at Bennett College but the research presented no evidence of a blending between the institute and the School of Business.

Again, many of the colleges and universities only offer a few international business courses focusing either in Marketing or Finance. The research presented many instances where schools like Alabama A&M University offered a Business Administration Degree with an International Business Concentration but the International Business courses are not offered until the student's senior year and they are spread over Economics, Accounting, Finance, and Management disciplines. The courses are comprehensive in their coverage of the international dimensions of management, political and cultural factors influencing international business but there is no consideration given to self-development of global leaders. Similarly, Central State University offers a Bachelors Degree in Business Administration with an International Business option which incorporates an Internship (not specified as international) and independent study in International Business. But again there are schools like Claflin College in Orangeburg, South Carolina and Fayetteville State University in Fayetteville, North Carolina who do not offer an International Business and Management Degree but have an Office of International Studies that promotes and coordinates international activities. According to the school,

The major foci of the International Studies Office are to: (1) help departments internationalize the curriculum, (2) to develop and promote academic exchange initiatives, and (3) to forge international/collaborations, consortia alliances/friendships with institutions worldwide. The Office offers

opportunities that equip students with skills that are vital to international competence, enabling them to communicate in other languages, to know other cultures and markets, and to understand the increasingly fluid economic, social and political realities of globalization ([www.claflin.edu](http://www.claflin.edu), 2007).

According to Claflin's Office of International Studies students are afforded the opportunity to study abroad in Kenya, South Africa, the United Kingdom, or Japan and participate in a student exchange program. And according to Claflin's website, in the near future the International Studies Program expects to have opportunities for students, faculty, and staff to exchange ideas and places with their counterparts in Mexico, Canada, Bangladesh, South Africa, Indonesia, and Zimbabwe.

At Clark Atlanta University (CAU) students may study at a foreign institution while still remaining enrolled at CAU through the school's study abroad program. The school is a member of several consortia (CIEE, CCIS, the University Center of Georgia, IES, and DIS) and through these consortia, students have access to programs throughout the world. CAU is also the sponsor of the Jamaica Summer Study Program for students of mass media arts. In the past, students have studied on several continents; Africa, Asia, Australia, Central America, Europe, and South America, as well as in the Caribbean. There are also opportunities for incoming students to study abroad the summer prior to their freshman year. And while Clark Atlanta University Business Administration curriculum offers a concentration in International Management similar to the others, the school only offers four classes focusing on Finance and Trade.

Unlike the other schools, Fisk University requires language composition and writing requirements in their International Business Relations Degree under the Business Administration curriculum. The curriculum in International Business Relations is designed specifically to provide the student with additional preparation in those areas of study deemed necessary for success in today's economy. The concentration emphasizes foreign language studies beyond those required by the University, international politics and law, and an understanding of other cultures. According to the school, graduates of the Business Administration program with a concentration in International Business Relations are adequately prepared for employment in Multinational Corporations, international organizations, government and/or for graduate studies for a total of 24 credit hours in International Business concentration.

Langston University in Langston, Oklahoma has a Center for International Development (LUCID) which is an educational unit that facilitates, coordinates and monitors all international affairs for the University. The Center for International Development advocates and promotes international sensitivity and awareness among the faculty, staff, and students and provides direction and motivation toward involvement in international activities and toward understanding international problems, trends, issues, and cultures. LUCID also serves as a center for international information for the campus, local agencies, schools, and organizations. It houses a collection of international bulletins, maps, charts, directions, newsletters, films, slides, government reports, books, brochures, magazines, and job opportunities abroad. A major function of the Center is to work closely with the United States Agency for International Development (USAID) in implementing its foreign economic assistance program. As a service provider, the Center works with USAID contractors to arrange, deliver, and administer the training needs of participating countries. The Center also coordinates the international training for all of the university's academic units.

Similar to Fayetteville State and Claflin University, Norfolk State University in Norfolk, Virginia does not have an international business and management degree program but it does have two centers which focus on international affairs. There is the Center for Global Education which coordinates and directs all international activities and programs for the university including studying abroad and The Center for Strategic and Global Studies which provides interdisciplinary analysis of contemporary issues related to foreign policy, international relations, military strategy, politics and national security.

North Carolina Central University in Durham, North Carolina also has an International Programs to work with students who wish to study abroad and even though Morgan State University in Baltimore, Maryland does not have a Bachelors degree program in international business and management it does offer a Masters of Art degree in International Studies which is design to prepare students for a career in foreign service, journalism, education, and business. Successful completion of the curriculum does require the

student to pass both an oral and written competency exam in Arabic, French, German, Russian, or Spanish.

### **3. SEMINAL LEADERSHIP RESEARCH**

Thus far the breath of research that directly links global leadership development to Historical Black Colleges and Universities appear to be minimal. Therefore this research takes into consideration leadership and education variables, demonstrates dependent relationships between the variables, and synthesizes the results. For example, research collected thus far range from global leadership development (Gregersen, Morrison, & Black, 1998) to why African American students are lagging behind in opportunities to study abroad (Brown, 2002) but the common theme in the articles relate to defining leadership for the 21<sup>st</sup> Century (global) and the impact education and training have on leadership development.

Thus to discuss global leadership development in Historical Black Colleges and Universities it is necessary to acknowledge those theories, models, concepts, definitions, and categorizations of leadership previously determined in order to evaluate deltas and similarities of the research results. In other words, to fully understand global leadership development application to HBCU's, we must first understand the basis for which foundational theories were created, assimilate that knowledge, find gaps, and build new models that close those existing gaps, expand the knowledge area, and create additional questions to be answered.

Theories like Transformational and Charismatic leadership provide important insight about the nature of effective leadership. However, most of the theories have conceptual weaknesses that reduce their capacity to explain effective leadership. Unlike the traditional leadership theories, which emphasized rational processes, theories of Transformational and Charismatic leadership emphasize emotions and values. These theories also acknowledge the importance of symbolic behavior and the role of the leader in making events meaningful for followers. The theories of Transformational leadership assume that the underlying leadership process and its outcomes are essentially the same in all situations. Even though this is the most popular theory there are those theorists who propose that situational variables may increase the likelihood of Transformational leadership or moderate its effect on followers as in the case when there is an unstable environment and entrepreneurial culture (Yukl, 1999). Yukl (1999) also argues that most of the well-known theories of leadership effectiveness were initially formulated as two-factors; such as task versus relations-oriented leadership, autocratic versus participative leadership, and leadership versus management. However, Bass (1999) argues that true transformational leadership must be grounded in moral foundations. The morality of processes reflect the legitimacy of both influence processes on the part of leaders and empowerment processes on the part of followers as they engage in dynamic self-transformation.

Greater research has been performed concerning the relationship between leaders and followers by those theorists who have focused their efforts on the Leader-Member Exchange and Team Leadership theories. Like Transformational leadership; Leader-Member Exchange and Team leadership seek to improve employee satisfaction and productivity by focusing on the interactions and relationship between the leader and followers. A developmental approach to the examination of the leader-follower relationship offers further insight into how the relationship evolves over time and the extent to which the presence of friendship contributes to effective versus ineffective working relationships. Developmental theories of friendship formation recognize the dynamic nature of relationships and consider how interpersonal relationships develop and evolve over time. Friendships are not static relationships in that they tend to have beginnings, middles and sometimes endings. The developmental aspect of leader-follower relationships is important to consider since performance may suffer or turnover may result when a relationship fails to develop to the satisfaction of the manager or the subordinate (Boyd, 1998). There are also several theories of self-regulation that suggest that managers who readily adapt to a variety of organizational requirements and contexts can maximize their effectiveness. Self-regulation can promote cooperation with others, understanding and satisfaction of expectations of others, emergence of leadership, responsibility, trust, and managerial effectiveness. The combined evidence suggests that

managers who adapt their behavior to conform to the expectations and preferences of others can respond to the complexity and dynamic pace of contemporary organizations (Sosik, 2002).

But a global enterprise system requires more than relationships and self-regulation of its leaders, it requires an all inclusive perspective where one country's norms and values do not dominate over all others. In such an environment, leadership is reflective of the entire enterprise where positions are filled based on aptitude to perform the job function and not the origin of the home country. A global leader in any industry needs to have a personal commitment and interest to enjoy and adapt to diverse cultures. Additionally, an important mindset for global leaders to have is that of patience; patience to work through language and cultural difference, and the desire to value those differences (Ayman, Kreicker, & Masztal, 1994).

Through the research of Gregersen, Morrison, and Black (1998), it is determined that global leadership characteristics include exhibiting character, embracing duality, and demonstrating savvy. As such, global leaders should have a genuine emotional connection with employees throughout the organization, behave ethically and with integrity, have a tolerance for ambiguity, balance tensions, and recognize global market opportunities with an understanding of country-specific conditions (Gregersen, Morrison, & Black, 1998).

For decades practitioners and theorist have focused on traits, characteristics, and behaviors in defining leadership. If a person fits certain criteria then he or she is dubbed a leader. This practice created homogenous caricatures of what leadership is suppose to look like (e.g., they look alike, they walk alike, they talk alike, they think alike). In the global marketplace these caricatures may or may not make for effective leaders. For example, global leaders must be prepared to react to the significant changes occurring within their markets, suppliers, competitors, technology, and customer base (Gregersen, Morrison, & Black 1998); they can not stay in pre-defined boxes (models). Global leaders must understand that their native way of conducting business may spell disaster in other nations.

It is important for global leaders to recognize, respect, and understand the culture (e.g., communications, values, traditions, behaviors) in which they are conducting business. If deficiencies exist then it becomes necessary for the global leader to build global leadership competencies. Chin, Gu, & Tubbs (2001) offer a pyramid similar to Maslow's need hierarchy for improving global leadership competencies. The pyramid starts at the basic cognitive level which Chin et al calls "Ignorance". They also state that "Ignorance is the first level when relating to others from different cultures. The pyramid contains five (5) additional levels: 2. Awareness – As individuals begin to interact with those from another culture, impressions begin to form and, in many cases, bonds begin to develop; 3. Understanding – Individuals exhibit some conscious effort to learn why people are the way they are and why people do what they do. Individuals begin to develop some sense of the other culture and develop some tolerance of the new ways of doing things; 4. Appreciation - Individuals experience genuine tolerance and appreciation of different points of view. Alternative ways of thinking and conducting business are valued; 5. Acceptance/Internalization – This is a transitional stage. At this level individuals begin to value and embrace their understanding of the new culture; and 6. Transformation – This is the stage where globalization becomes a way of life and the global mindset becomes second nature. There is no longer a fear (based on Ignorance or lack of Exposure) of things that are new and different. Early exposure to different cultures goes a long way in the development of global leadership competencies. Global leaders must not only be receptive to change but must be the creators of change.

As change agents, global leaders have to be mindful of these differences, interpret and translate their impact to their business operation and be prepared to respond accordingly. Effective global leaders not only respond but capitalize on the opportunities the differences provide, for example, deploying around the clock systems development and testing to take advantage of time differences if the global leader is responsible for IT; or employing the regions' best and brightest resources without the added cost of relocation if the global leader is responsible Human Resources Management. But regardless of the responsibility, global leaders must recognize, respect, and understand the culture (e.g., communications, values, traditions, behaviors) in which they are conducting business.

Leaders also set the moral and ethical tone in an organization, but morality and ethics are generally character traits driven by culture. Even though it is desirable for a person in a leadership position to possess high moral and ethical standards, these are not necessarily the most critical characteristics in the leadership selection process. Typically, a person is placed in a leadership position because he/she brings certain expertise/experience to the table, or fit a specific profile, and if the person is also of high moral and ethical virtue than it's a bonus. Additionally, because morality and ethics are culturally driven, one would have to ask by whose yardstick the leader's ethics and morals are being measured.

It is obvious that when it comes to the general health of an organization that a leader who is intelligent, self-confident, determined, sociable, possess integrity (Northouse, 2004, p19), and is ethical with high morals is the most desirable. According to the article Ethics, Character, and Authentic Transformational Leadership Behavior "transformational leadership must be grounded in moral foundations" (Bass, 1999). In contrasting authentic transformational leadership and pseudo-transformational leadership, the article states that

"Authentic transformational leaders persuade others on the merits of the issues. Pseudo-transformational leaders set and control agenda to manipulate the values of importance to followers often at the expense of others or even harm to them. Authentic transformational leaders openly bring about changes in followers' values by the merit and relevancy of the leader's ideas and mission to their followers' ultimate benefit and satisfaction. Pseudo-transformational leaders may create the impression that they are doing the right things, but will secretly fail to do so when doing the right things conflict with their own narcissistic interests. They are less likely to listen to conflicting views and more likely to be intolerant of the differences of opinion between their followers and themselves. They substitute emotional argumentation for rational discourse" (Bass, 1999).

Besides ethics, character, and authentic transformational leadership style, strategy development and implementation in international business and Multinational Organizations also involves economics, political consideration, quality, and administrative coordination from a world view and not just from a national or local perspective. For example, when Multinational Corporations are constructing their strategic plans they must take into consideration operational costs (e.g., manufacturing, distribution, labor, and quality), market share, consumer preference and expectations, international laws and regulations, and their ability to participate in foreign direct investments (Hodgetts, Luthans, & Doh, 2006, pp 236-242).

Additionally, a global leader's ability to manage internal and global relationships as corporate hierarchies are dismantled and replaced by networked resources (human and systems), outsourcing partners and strategic alliances are also important (Gaur, 2006). Thus, old guard blue chip companies will need to be less concern with position and title, and more concern with building high performance teams that are globally disbursed, knowledge sharing and management, and networking all resources together regardless of location or corporate responsibility. And even though behaviors such as displaying integrity, effective communications, being customer focused and a visionary are still important for global leadership, developing the global strategy that incorporates the four to five billion people at the bottom of the economic pyramid (Hodgetts, Luthans, & Doh, 2006, p254) into the global economy will be the greatest feat of all.

#### **4. PROPOSED USE OF THEORY**

Building on seminal leadership theories, this project proposes the theory that a formal global leadership development program be included as part of the core curriculum for all students graduating with a degree in international business and management at Historical Black Colleges and Universities. It also posits that in order to equip HBCU students matriculating in international business and management with the required global leadership traits, characteristics, and behaviors, it is necessary to incorporate global leadership development into the curriculum. This project proposes that global leadership development as a degree requirement will enhance graduating students' ability to be effective in a global enterprise. Justification for this project's position is the fact that global leadership development illuminates paradigms that could cause internal strife and diminished success when working in another country. It measures a

student's ability to manage uncertainty, ambiguity, and tension. And it also enhances Emotional Intelligence through exercises that challenge cultural paradigms, sensitivity and awareness.

This theory posits that since travel and exposure to other countries are important to the development of global leaders that exchange programs, language, study abroad programs be core to degree completion. Without this early exposure, HBCU students will remain deficient in their ability to become effective global leaders. Gregersen, et al (1998) states that "global leaders need superior talent, abundant opportunity, and excellent education and training to succeed" (p28), therefore this theory posits that with the inclusion of global leadership development as part of the international business and management core curriculum HBCU students will be better equip to become effective global leaders.

## **5. CONCLUSION**

This research concludes that even though there are attempts to expose HBCU students to foreign cultures and international business operations there still exist a need to incorporate global leadership development into the international business and management curriculum. After studying all of the business curriculums, international development centers and programs sponsored by the colleges and universities it was determined that as of this research none of the HBCU's offer students sufficient global leadership development education and training.

How does this translate into operational approach for future global leadership development research and curriculum design for HBCU's? While seminal work is foundational to the development of new knowledge, global leadership takes on a different paradigm. That paradigm being, Historical Black Colleges and Universities must look outside the standard international business and management curriculum design for global leadership benchmarks, input, preferences, and curriculum content.

Even though creators of knowledge building on the field of global leadership are tasked with developing a conclusive definition of global leadership that predominantly reflects the global consensus; there still exists a vector of seminal work on leadership that HBCU's can use to begin incorporating global leadership development into the international business and management curriculum. And while much of the seminal work on leadership is centered on those who are already in the workforce there must be a deliberate attempt to incorporate postsecondary education into global leadership development research and discussions. According to the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002, 21.5% of the Bachelor's Degrees conferred by degree-granting Historical Black Colleges and Universities was in Business and Management; this also represented the highest percentile of degrees conferred ([nces.ed.gov/pubs2004/2004062](http://nces.ed.gov/pubs2004/2004062)). Obviously the interest in business and management by students matriculating at HBCU's is great, the challenge for the institutions is to ensure their graduating seniors are adequately prepared to assume the role of a global leader.

As previously referenced, over four billion people throughout the world have an annual per capita income of less than \$1,500 based on purchasing power parity in U.S. dollar. "For well over a billion people, roughly one-sixth of humanity, per capita income is less than \$1 per day" (Prahalad and Hart, 2002). Since Multinational Corporations are still in the business of developing shareholder equity, the opportunity for students at HBCU's to develop strategies to uplift the world's poorest nations is an excellent opportunity for these future global leaders to actively participate and affect the global economy and the conditions of humanity.

Also as previously referenced, global leadership development entails leader identification and selection criteria; identification of the cognitive, technical and interpersonal skills expected to be developed, and a system for policy and development execution. HBCU students graduating with a degree in international business and management must demonstrate proficiency in communications, leadership and interpersonal skills (seminal), intercultural consciousness or global mindsets, language skills, duality, and international exposure (e.g., foreign exchange programs or studying abroad) that enhances their global preparedness. It is also important for these students to possess Emotional Intelligence, and that they are

provided with the latest management and leadership theory for the purpose of integrating these theories back into their daily operation and to prepare them for future career opportunities.

As part of the design, this research posits that 360-Degree Feedback tools and structured mentoring programs be incorporated in the international business and management curriculum as a means for these potential global leaders (i.e., students at HBCU's) to gauge their strengths and weaknesses. Unless these bright students are given the opportunity to learn of their cultural weaknesses in academia they are predestined to take these shortcomings into the workforce with them where the consequences may have greater adverse effect. It is also recommended that HBCU's target philanthropic campaigns and strategic alliances with the business community to increase their students' international opportunities. In summary, in order for HBCU's to become prominent players in the global economy they must incorporate global leadership development into their international business and management curriculum.

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