

INTERNATIONAL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP

Nudtavadee Sapaprot¹, Nantarat Charoenkul² and Pruet Siribanpitak³

Abstract

This research aimed to 1) explore the proper conceptual framework of international school management according to the concept of developing students' global leadership, and 2) study the current and desirable states of international school management according to the concept of developing students' global leadership. The study applied a mixed-method approach. Samples were obtained from 102 international schools in Thailand. The instruments used in the study were, a validation form for the conceptual framework, and a questionnaire for the current and desirable situations. The data were analysed by frequency, percentage, mean and standard deviation.

The results showed that the conceptual framework of international school management according to the development of students' global leadership is comprised of 3 areas: international school academic management, including the school's philosophy and guiding statements, curriculum development and implementation, and professional development; development of student's global leadership through environmental conditions, and students' action and; students' global leadership competencies, including competency in forming cross-cultural relationships, interpersonal skills, global traits and values, global thinking and orientation, global business expertise, global organisational expertise, global vision, and being technologically savvy. Regarding the current state of international school management according to the concept of developing students' global leadership it was found that there was good management (high level) in terms of school philosophy and guiding statements, and curriculum development and implementation, but moderate management in terms of professional development. In contrast, the desirable states of international school management according to the concept of developing students' global leadership, were shown to be a high level of management in terms of school philosophy and guiding

¹Dr. Nudtavadee Sapaprot obtains a Ph.D. in Educational Administration from Chulalongkorn University, Thailand. Currently she is working as a Thai Teacher in the Languages Faculty, Harrow International School Bangkok, Thailand.

²Asst. Prof. Dr. Nantarat Charoenkul obtains a Ph.D. in Education Policy from University of Newcastle upon Tyne, UK. Currently she is working as a lecturer in the Department of Educational Management, Faculty of Education, Chulalongkorn University, Thailand.

³Prof. Dr. Pruet Siribanpitak obtains a Ph.D. in Development Education and Economics of Education from University of Pittsburgh, USA. Currently he is working as a lecturer in the Department of Educational Management, Faculty of Education, Chulalongkorn University, Thailand.

statements, and professional development, and the highest level in terms of curriculum development and implementation.

Keywords: International school management, Students' global leadership development

INTRODUCTION

Background and Significance of the Problem

The Thailand 4.0 (2016) model is the government's attempt to develop Thai people to be 'The Completed Human for the 21st Century' through elevating human values. The model focuses on fulfilling the potential of Thai people (Growth for People) to become the main driver of growth (People for Growth) and bring prosperity, stability, and prosperity to the nation. 'Enhancing the Growth in Career Life' has become a vital aspect of the 'Future Career Development Programme' for the younger generation. In school, students should not only learn essential knowledge and skills for people in the 21st century, but they must also be holistically developed and supported through Leadership and Education & Career Guidance programmes.

Developing a leadership style in response to global awareness, diversity, and ethics will give young leaders an ability to maximise their potential as they carry the world into the future. Global-mindedness and leadership are the vital skills for students in the 21st century. The young generation needs skills which help them to work collaboratively with individuals from different cultures, in a spirit of mutual respect and open dialogue in personal, work and community contexts.

Although, students' leadership development is important for society, as today's youth will be tomorrow's business and

government decision-makers, leadership development focuses on developmental experiences that normally take place later in life. Most studies on leadership development examine managers and executives, ignoring development in youth and adolescence (Murphy, 2011). Students should be prepared to undertake leadership roles in the future (Rudolph, 1990). This is possible to achieve through education (Green & McDade, 1991).

Looking to the future, we need new leadership ideas. Most often mentioned is the idea of global leadership (Ducker, 2012; Mendenhall et.al., 2001; Harris, Moran, & Moran, 2004; Caligiuri, 2006; Ket de Vries, 2005; Rhinesmith, 1996; Brake, 1997). However, global leadership is a new phenomenon and not much empirical research has been conducted on this topic (Ducker, 2012).

Training the leaders of tomorrow has been a focus of school programmes for the past few years and will continue to be a main point of differentiation for schools in the future. Published literature on youth leadership development seeks to encompass all of the factors that potentially influence global leadership development, many of which are already implemented in some schools, and others of which are outside of the sphere of influence of the educator, yet little is found that directly aids the teacher or administrator wishing to implement a programme aimed at developing students' global leadership (Rehm, 2014).

With close consideration of Thailand's educational situation and the ample documents regarding Thailand's national education system, it may be ambitious for Thailand to strive towards dominating the international education sector in this region. However, Thailand's international education sector has experienced huge growth recently and the nation has developed some world class institutions, particularly regarding international schools. With the fast progress in the education sector, and the opening of the ASEAN Economic Community (AEC), Thailand has an ambitious plan to become a centre for international education in Southeast Asia.

According to the Office of the Private Education Commission, there are now 152 international schools in Thailand (as of March 2016). Surprisingly, International schools in Thailand have been multiplying rapidly, with an additional 3 to 5 schools opened each year. Between them, Thailand's international schools educate just over 60,000 students, a stark contrast from the minimal offering of just five international schools in the early 1990s.

International schools in Thailand have committed to providing a high quality international education with an emphasis on global knowledge and skills; a focus on the development of students' leadership qualities is a vital element in the commitment of international schools for enhancing students' characteristics, allowing their students to become competitive global citizens. Moreover, the international curriculum offered in international schools, embodies the critical knowledge and skills for global interdependence and has been argued to be the essence and aim of international education. International schools in Thailand are therefore ready to become the catalysts of the nation's

educational reform.

Exploring the attempt of international schools in Thailand to develop school management approaches designed to enhance students' readiness for the needs of a globalised world, provides a picture of how international schools in Thailand raise awareness using local examples and then expand to global situations. The success of international schools in developing students' global leadership would be an important benchmark for any government schools in the country wishing to improve, and could significantly help in improving the quality of Thailand's education as a whole.

OBJECTIVES

1. To explore the proper conceptual framework of international school management according to the concept of developing students' global leadership.
2. To study the current and desirable states of international school management according to the concept of developing students' global leadership.

Study of Related Documents and Research

What is Global Leadership?

Organisations have been affected by the constantly changing global situation and have found a need to change their strategies in order to operate at the global level and acquire a share of the global market (Mendenhall & Osland, 2002). It should be noted that at the current time organisations repeatedly emphasise the importance of their management persons as the major factor leading the organisation. Organisations with management

competent in global leadership can successfully develop and implement innovative strategies, and lead to higher organisational achievement.

Globalisation has brought new opportunities, accessible with effective global leadership. However, mastery in global leadership cannot be developed overnight. The need for global leaders in an organisational context has been rising. However, there is a lack of global leadership at the present time, due to the fact that organisations were unaware of the importance of global leadership for some time and therefore started developing in this regard too late. Moreover, organisations ignore the fact that effective education programmes in developing competent global leadership also take time to develop; it takes an average of about 10 years to develop effective global leadership (Black & Morrison, 2014).

The Competencies of Global Leadership

Many practitioners and scholars have done research regarding the global leadership studies that are required of this new breed of leaders. Although there is great diversity among the global leadership theories, one unifying factor is that they attempt to define how leadership is conceptualised and enacted differently across cultures. This particular subset of the literature examines three aspects of global leadership: the domains of leadership, the array of leadership tasks required, and the specific skills and capacities required to successfully carry out those tasks. In other words, who global leaders are, what they do, and what skills they need to do it (Lokkesmoe, 2009).

In general, the competencies of global leadership represent two distinct perspectives, one that centres on identifying characteristics

of global leadership from the perspective of a specific environment, while the other applies more generally across global contexts (Morrison, 2000; Osland, 2008). In both cases, two types of characteristics were identified. The first is similar to the characteristics or capacities of leaders described in the foundational leadership literature and includes personal traits such as persuasiveness, curiosity, and integrity; or leadership capacities such as strong communication skills, negotiation skills and being business savvy. The second is an ethos, or mindset, a type of connective capacity that either holds others together or enhances their effectiveness, and an ability to transfer their skills to the global context. Examples of this are Brake's (1997), transformational self, Bird & Osland's (2004) inquisitiveness, global mindset, cosmopolitanism, and the cognitive complexity. Each of these refers to some difficult to quantify, slightly elusive skill or capacity that has a magnifying effect on other capacities (Lokkesmoe, 2009).

What the literature indicates is that when seen individually the list of skills and capacities of global leaders is not all that different from the skills and capacities found in the general leadership literature, although that list varies across cultures. However, there are two primary differences. The first is the inclusion of a set of intercultural competencies, and second is the attributes that allow leaders to be able to reliably accomplish these tasks in global settings (Bird & Osland, 2004).

Student's Global Leadership Development

Research on student leadership is frequently referenced with future orientation. That is, the focus is on the need to begin

working with young people now so they can develop the skills they will need to be effective leaders later in life.

Gardner (1990) states the importance of developing leadership potential in youth in his important work "On Leadership". While he lays out a plan for youth leadership development, it is with the underlying assumption that youth will learn now but practice later. Similarly, O'Connell (1994) calls for increased attention to youth leadership development, which is preparing youth now so they can lead later.

Learning appears to be an essential component to student's leadership development. Attempts of developing student leadership have gone through many approaches such as Instructional Approaches (Heifetz, 1994; Klau, 2006), Integrative and Interdisciplinary approaches (Komives et al., 2013; Klein, 2005; Owen, 2005), Leadership Identity Development (Komives et al., 2005), and 4-H Youth Development (Kress, 2004). However, a common theme is that students should be aware of their strengths and limitations and should demonstrate their leadership interests and competencies according to the connected situations.

Operational Definition

International school management refers to the set of international school operational tasks which serve to foster students' global leadership and involves three aspects of academic administration; 1) The school's philosophy and guiding statements 2) Curriculum development and implementation 3) Professional development.

Global leadership refers to the process by which one or more individuals try to

exercise their power in such a way as to motivate and direct another person or group of people representative of diverse cultural, political, or institutional systems, to willingly and eagerly comply with their desire to contribute towards the achievement of the global organisation's goals. Global leaders can also cooperatively and effectively work on a global stage, with a global mind-set, using competencies that include 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global vision 8) technologically savvy.

Student's Leadership Development refers to the process by which international school students are able to develop in terms of acquiring global leadership attributes; this development comes about due to 1) Environmental conditions 2) students' action.

Students refers to international school students aged 5-18, currently studying in an international school in Thailand.

RESEARCH SCOPE

The sample population consisted of 152 international schools registered with the Office of the Private Education Commission, of the Ministry of Education, of which 102 international schools were sampled using a purposive sampling method to select the schools which cater to primary level and above. The sample contained a total of 306 informants including, international school principals or Thai headmasters/headmistresses, students' development lead teachers or coordinators, and teachers.

METHOD

Procedure

The following research procedures were identified;

1. To explore the proper conceptual framework of international school management according to the concept of developing students' global leadership.

- 1.1 Obtaining information from documents and relevant research as baseline data for developing the conceptual framework.

- 1.2 Evaluation of the conceptual framework of international school management according to the concept of developing students' global leadership by 5 specialists, using the Index of Item-Objective Congruence (IOC) form.

2. To study the current and desirable states of international school management according to the concept of developing students' global leadership.

- 2.1 Using a questionnaire regarding the current and desirable situations of international school management according to the concept of developing students' global leadership.

- 2.2 Revision of the questionnaire, following examination of the IOC of the questionnaire, with input from 5 specialists.

- 2.3 Revision of the questionnaire, following the identification of the reliability of the 69 questionnaire items through an online method.

- 2.4 Collection of data by sending 306 questionnaires via electronic mailing.

- 2.5 Conduction of interviews of 5 specialists in international education

- 2.6 Analysis of the data and concluding results

Research Instruments and Statistics

1. An Index of Item-Objective Congruence (IOC) form for the conceptual framework validation.

2. A questionnaire on the current and desirable states of international school management which included a 5-point rating scale and space for additional suggestions.

3. A structured questionnaire used to interview specialists on the current and desirable states of international school management.

Data collection and analysis

A total of 256 questionnaires were returned out of those sent via electronic mailing. Statistical analysis included the calculation of frequency, percentage, mean and standard deviation.

Five Heads of International Schools provided information at interview. Content analysis was used for analysing in part.

FINDINGS

- 1. Conceptual framework** of international school management according to the concept of developing students' global leadership

There was a high level of agreement among experts regarding the conceptual framework of international school management according to the concept of developing students' global leadership. The conceptual framework is comprised of 3 aspects as in the following figure:

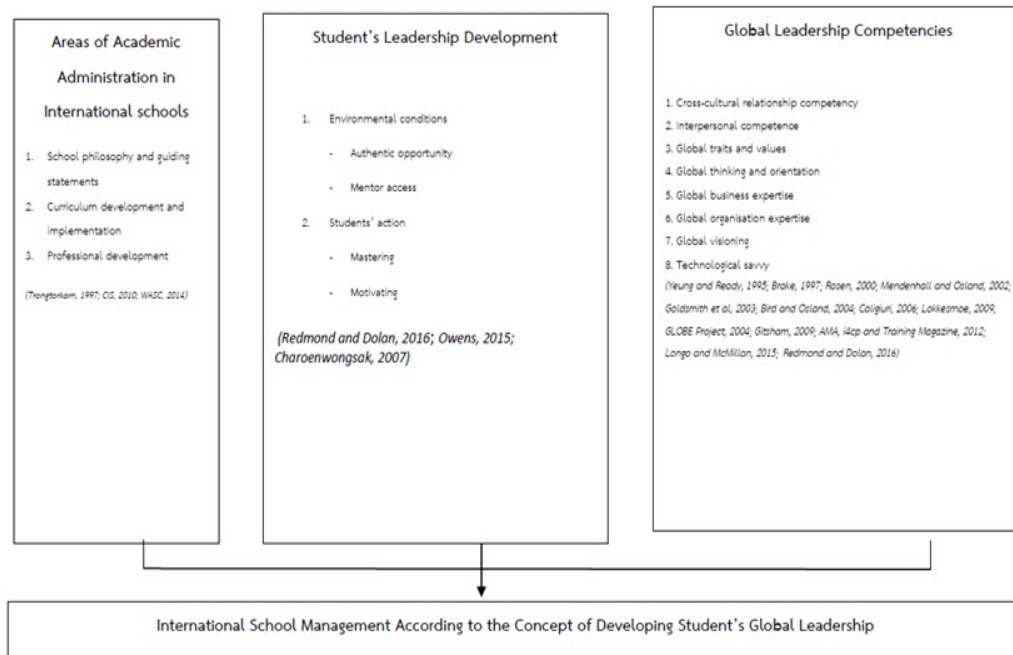


Figure 1. Conceptual framework of international school management according to the concept of developing students' global leadership

1.1 International School Management

International school academic management is shown in three aspects; 1) School philosophy and guiding statements, 2) Curriculum development and implementation 3) Professional development

1.2 Student's Leadership Development

The framework for students' leadership development was assessed by reviewing and analysing the related literature. Redmond and Dolan's Conceptual Model of Youth Leadership Development (2016) was used to identify the key components of the framework

consisting of the following components; 1) Environmental Conditions 2) Students' Action.

The research works of Owen (2015) and Charoenwongsak (2007) were selected to synthesise the methods for this study, to develop students' leadership development by consideration of the students' self-development approach and the support of adults for students' development approach.

1.3 Student's Global Leadership Competencies

Global leadership competencies were developed by reviewing and analysing 14 pieces of literature related to Global leadership,

regarding both non-profit and for-profit contexts (Yeung and Ready, 1995; Brake, 1997; Rosen, 2000; Mendenhall and Osland, 2002; Goldsmith et al, 2003; Bird and Osland, 2004; Caligiuri, 2006; Lokkesmoe, 2009, House, et al., 2004; Gitsham & Lenssen, 2008; AMA, 2012; Longo and McMillan, 2015; Redmond and Dolan, 2016). The competencies identified were; 1) Cross-cultural relationship competency, 2)

Interpersonal competency, 3) Global traits and values, 4) Global thinking and orientation, 5) Global business expertise, 6) Global organisation expertise, 7) Global vision, 8) Technologically savvy.

2. Current and Desirable Situations of international school management according to the concept of developing students' global leadership are shown in the following table:

Table 1 The current state and desirable state of international school management according to the concept of developing students' global leadership.

The students' leadership development approach	Current state				Desirable state			
	\bar{x}	S.D.	Level	Sequence	\bar{x}	S.D.	Level	Sequence
School's philosophy and guiding statements								
1. Environmental conditions	3.955	0.786	High	1	4.447	0.798	High	1
2. Students' action	3.889	0.790	High	2	4.421	0.782	High	2
Total	3.911	0.793	High	2	4.434	0.790	High	2
Curriculum development and implementation								
1. Environmental conditions	4.053	0.764	High	1	4.575	0.796	Highest	1
2. Students' action	3.987	0.768	High	2	4.579	0.780	Highest	2
Total	4.010	0.766	High	1	4.577	0.793	Highest	1
Professional development								
1. Environmental conditions	3.301	1.052	Moderate	2	4.143	0.884	High	2
2. Students' action	3.405	0.996	Moderate	1	4.257	0.808	High	1
Total	3.353	1.024	Moderate	3	4.198	0.846	High	3
Grand total	3.762	0.856	High		4.372	0.805	High	

2.1 The current state of international school management according to the concept of developing students' global leadership is at a high level in terms of the school philosophy and guiding statements, and curriculum development and implementation, while professional development is at only a moderate level. With respect to the student's leadership development approach, environmental conditions have the highest mean, while students' action has the lowest mean. Regarding leadership competencies, global thinking and orientation has the highest mean, while the lowest mean is found for global vision. Regarding school academic administration, curriculum development and implementation has the highest mean while professional development has the lowest mean.

The analysis of external origins suggested a moderate level in all aspects, with the highest mean found for the economic situation, and the lowest mean for government policies.

2.2 The desirable state of international school management according to the concept of developing students' global leadership is to have a high level of management in regard to the school philosophy and guiding statements, and professional development, while curriculum development and implementation should be at the highest level. Considering students' leadership development, students' action has the highest mean, while environmental conditions has the lowest mean. Regarding leadership competencies, global thinking and orientation has the highest mean, and the lowest mean is in global vision. Regarding international school academic administration, curriculum development and implementation, has the highest mean, while professional development has the lowest

mean.

The analysis of external origins suggested high levels of international management in all aspects of the current situation, with the highest mean found for the economic situation, and lowest mean for government policies.

Regarding the qualitative part of the study, which consisted of five interviews of the Heads of international schools in Thailand, the findings were categorised according to the various aspects of school management. The interviews revealed that all schools had already refined their school philosophy in relation to an awareness of the globalised world. Evidence of global perspectives was indicated through the frequent discussion by the heads of school regarding global leadership attributes. The other mentioned attributes, relevant to global leadership competencies were entrepreneurial spirit, communicative skills, technological skills, problem solving skills and leadership traits such as intuitiveness and resilience. Students' attributes of global leadership were stated in each schools' philosophy, motto, ESLRs and learner profiles. The school philosophy was found to be implemented through school policies in the form of expected learning outcomes of students, in all areas of school activity, including lesson activities, co-curricular activities, and extra-curricular activities. International schools offered continuous professional development to all staff; technological factors had a high impact on the programmes offered to staff, as technology was used as a tool to assist in the access and delivery of professional development training. Common professional development practices among all schools were in-service training, off-school training, and sharing resources or best practices.

DISCUSSION OF RESEARCH RESULTS

1. The conceptual framework of international school management according to the concept of developing students' global leadership

The competencies of global leadership are distributed roughly across the eight competencies covering the leadership traits, attributes, values, capabilities and skills that the world's future leaders should have. As the global leadership competencies framework for this study was synthesised from the global leadership literature, the competencies are relevant to 21st century skills (the Partnership, 2008). Moreover, the global leadership competencies are coherent with the Thais 4.0 concept, whereby individuals are expected to be capable in digital literacy, critical thinking, and entrepreneurial orientation in order to steer Thailand forwards and meet the goals of the Thailand 4.0 policy (2016).

Student's Leadership Development entails: 1) Environmental conditions 2) students' action. This emphasises that skills and competency development are fundamental to the belief that leaders can be made (Van Linden & Fertman, 1998). Moreover, having the right environmental conditions, genuine opportunities and capable mentors is necessary for the development of leadership in students (Redmond and Dolan, 2016). Regarding students' action, it is apparent that once students have the skills, and the opportunities to exercise those skills, they can then move into action. The research of Coyle (2009) is relevant in this area, and it should be noted that in order to gain proficiency in any area, students need 'deep practice' to lead them into mastering any particular skill set.

Regarding the international school academic management aspect, there is use of a chain effect, which means that there are multiple effects other than the final goal of students' achievement. School policies have impacts on the school's capacity, directly affecting the quality of teaching through the curriculum, pedagogy, and assessment. Professional development provided by schools is the method used to maintain the quality of teaching and learning.

2. Current and desirable states of international school management according to the concept of developing students' global leadership

The current state was found to be at a high level in all aspects. With respect to these findings, international schools in Thailand are aware of the need to produce students who have developed the characteristics of global citizens; this is stated in each school's philosophy, guiding statements, and in the expected learning outcomes of students. Therefore, the school's curriculum design is aligned with the school's ethos, which is then supported by continuous professional development in order to maintain a high standard of teaching. Since the school's curriculum is related directly to students' global leadership development, the curriculum has the highest mean among the school management components. However, the professional development programme should be coherent with the curriculum and instruction to maintain a high standard of teaching and to maintain a high quality teacher workforce.

With respect to the student's leadership development approach, environmental conditions have the highest mean, while students' action has the lowest mean. This is

due to the fact that the school provides many channels for students to develop their global leadership competencies. Many institutions have offered global leadership for students, either as a part of the school curriculum or through short training courses.

Regarding students' global leadership competencies, global thinking and orientation has the highest mean, while the lowest mean is for global vision. For this aspect, global awareness is the initial concept for developing other leadership competencies. The Thailand 4.0 development policy (2016) is the national policy to prepare the young generation to become 'Global Thai', which is coherent to global thinking and orientation competencies. However, students' competency in terms of global vision appears to be the lowest when compared to other leadership components in international schools. To create global vision, students need foresight; they need to develop an ability to imagine the situations that may occur in the future. This is difficult for those who have less experience or have less training to cope with the world ahead. During the preparatory stage of their lives, students should develop problem solving skills through exposure to challenging situations.

The desirable state was found to be a high level with regards to school philosophy and guiding statements, and professional development, but the highest level for curriculum development and implementation. This is because all international schools in Thailand are aware of the world situation ahead, and must therefore prepare their students to be ready for this envisioned future world.

Considering the students' leadership development approach, students' action has the highest mean, while environmental

conditions have the lowest mean. Developing students to be in action is coherent with King Bhumibol's initiative 'explosion from within', which means that all things grow from one's own tacit mind-set, knowledge, and inner needs. All necessary actions are to be driven by themselves, not by being encouraged or forced by others.

RECOMMENDATIONS

This research on international school management according to the concept of developing students' global leadership provided 2 major aspects of recommendations; recommendations for utilisation of the research results, and recommendations for further research as in the details which follow.

1. Recommendations for utilisation of the research results

1.1 The policy making sectors of the Ministry of Education and the Office of the Private Education Commission would benefit from this study. The method of policy development for the development of students' global leadership is made to be utilised in developing general schools to be ready for creating future global leaders.

The new knowledge in international school management according to the concept of developing students' global leadership is made for developing the system of academic administration in the education sector. This knowledge can help to create students who possess the desirable global leadership characteristics.

1.2 Operational units, including international schools will benefit from this study.

International school administrators as well as administrators in other types of schools can apply strategies to develop students' global leadership through appropriate management to develop the curriculum and other academic functions in order to enhance students' global leadership capability.

Leadership coordinators and teachers in international schools can apply management strategies according to the concept of developing students' global leadership through the design of their teaching and consideration of students' learning, as well as other academic functions that help to enhance students' global leadership. Furthermore, international school students will develop in terms of characteristics, knowledge and skills, becoming effective global leaders in the future.

1.3 Academic sectors including universities' Schools of Education and other academic institutions can apply the findings of this study to improve academic status in the field of school administration.

2. Recommendations for further research

Based on the above-mentioned findings and discussion, to attain the goal of developing students' global leadership in international schools and to extend the results of the current research, further research is recommended as outlined below.

2.1 Research should be conducted to investigate a high-quality leadership model or programmes which are implemented within international schools in Thailand using qualitative research methods.

For this study, qualitative research was done only through interviewing five Heads of International Schools. However, the main focus of this study was to identify the students'

global leadership development strategies, rather than studying students' leadership development itself.

2.2 Research should be conducted more deeply on specific global leadership competencies, especially being technologically savvy and having strong technological leadership, since these were the most mentioned aspects of students' global leadership competency throughout the study.

This study, aimed to explore the overview of students' global leadership competencies, rather than examine each individual skill or competency.

REFERENCES

Thai Language

Charoenwongsak, K. (2007). Children and youth critical period.....lack of leadership. *Education Today*.

Ministry of Education, T. O. (2016). *The List of International School*. unpublished document, Bangkok.

(2016). *The blueprint and implementation: Thailand 4.0 model driving the nation to stability, prosperity, and sustainability*.

Trongtorgarn, P. (1997). *The Study of Academic Management in International School in Bangkok and Metropolis*. (F. o. The Degree of Master of Education, Ed.) Bangkok.

English Language

American management association. (2012). *Developing Successful Global Leaders. The Third Annual Study of Challenges and Opportunities 2012*.

- Retrieved from https://cdns3.training-industry.com/media/13267033/ama_developing_global_leaders.pdf.
- Bird, A. and Osland, J.S. (2004). *Global competencies: An introduction*. In H. Lane, M. Maznevski, M. Mendenhall, and J. McNett (eds). *Handbook of Global Management*. Oxford: Blackwell.
- Black, J.S. and Morrison, A.J. . (2014). *The global leadership challenge*. (2nd ed.). London: Routledge.
- Brake, T. (1997). *The global leader: Critical factors for creating the world class organization*. Chicago: Irwin Professional Publishing.
- Caligiuri, P. (2006). Developing Global Leaders. *Human Resource Management Review*, 16, 219-228.
- Council of International Schools, t. (2010). *CIS Guide to School Evaluation and Accreditation*. Retrieved from [http://www.cois.org/uploaded/Documentation/For_Schools/Accreditation/Standards_and_Indicators_-_8th_Ed_\(V8_2\)ii.pdf](http://www.cois.org/uploaded/Documentation/For_Schools/Accreditation/Standards_and_Indicators_-_8th_Ed_(V8_2)ii.pdf).
- Coyle, D. (2009). *The Talent Code: Greatness Isn't Born, It's Grown*. Bantam Bell, New York.
- Ducker, C. (2012). Global leadership – grasping a slippery term. *Encounters Mission Journal*, 39, 1-9.
- Gardner, H. (1990). *Art education and human development* (Vol. 3). Getty Publications.
- Gitsham, M., & Lenssen, G. . (2008). Developing the Global Leader of Tomorrow. *UN PRME (Principles for Responsible Management Development)*.
- Goldsmith, M. e. (2003). *Global leadership: the next generation*. Upper Saddle River, NJ: Prentice-Hall.
- Green, M. F. and McDade, S. A. . (1991). *Investing in higher education: A handbook of leadership development*. Washington D.C.: American Council on Education.
- Harris, P. R., Moran, R. T., & Moran, S. V. . (2004). *Managing cultural differences – global leadership strategies for the 21st century* (6th Ed). Oxford: Butterworth-Heinemann/Elsevier.
- Heifetz, R.A., (1994). *Leadership without easy answers* (Vol. 465). Harvard University Press.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.
- Ket de Varies, M. F. (2005). *Global executive leadership inventory*. San Francisco: John Wiley and Sons.
- Klau, M. (2006). Exploring youth leadership in theory and practice. *New Directions for Youth Development*, 2006(109), 57-87.
- Komives, S. R. et al. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593-611.
- Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Kress, C. (2004). *Essential elements of 4-H youth development*. Morgantown, WV: West Virginia University. Retrieved September, 2, 2005.
- Lokkesmoe, K. J. (2009). A Grounded Theory Study of Effective Global Leadership Development Strategies:

- Perspectives from Brazil, India, and Nigeria. *The Degree of Doctor of Philosophy*. The University of Minnesota.
- Longo, N. V., & McMillan, J. (2015). Educating for Global Leadership: A North–South Collaboration. *New directions for student leadership*, 2015(148), 73-86.
- Mendenhall, M. and Osland, J. S. (2002). Mapping the Terrain of the Global Leadership Construct. *the Academy of International Business*. Puerto Rico.
- Mendenhall, M. E., K hlmann, T. M., & Stahl, G. K. . (2001). *Developing global business leaders: Policies, processes, and innovations*. London Greenwood Publishing Group.
- Morrison, A. J. (2000). Developing a Global Leadership Model. *Human Resource Management.*, 39(3), 117-131.
- Murphy, S. E. (2011). Early development and leadership: Building the next generation of leaders. *Providing a foundation for leadership development*, 3-37.
- O’Connell, B. (1994). *People power: Service, advocacy, empowerment*. New York: Foundation Center.
- Osland, J. (2008). *An overview of the global leadership literature*. In Mendenhall, M., Osland, J., Bird, A., Oddou, G., Maznevski, M. (eds.) *Global leadership: Research, practice and development*. New York: Routledge.
- Owen, J. E. (2015). Integrative and Interdisciplinary Approaches to Leadership Development. *New Directions for Student Leadership*, 145, 49-58.
- Partnership for the 21st Century Skills. (2008). *21st century skills, education & competitiveness: A resource and policy guide*. Tucson, AZ: Author. [Online]. Retrieved from: www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf[2011,June 28].
- Redmond, S., & Dolan, P. (2016). Towards a conceptual model of youth leadership development. *Child & Family Social Work*, 21(3), 261-271.
- Rehm, C. J. (2014). An evidence-based practitioner’s model for adolescent leadership development. *Journal of Leadership Education*, 13(3), 83-97.
- Rhinesmith, S. H. (1996). *A manager’s guide to globalization: Six skills for success in a changing world (2nd Ed.)*. New York: The McGraw-Hill.
- Rosen, R. H. (2000). *Global literacies: Lessons on business leadership and national cultures*. Simon and Schuster.
- Rudolph, F. (1990). *The American college and university: A history*. Athens: The University of Georgia Press.
- Van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership: A guide to understanding leadership development in adolescents*. Jossey-Bass.
- Western Association of Schools and Colleges, t. (2014). *Focus on Learning the Accreditation Manual*. Retrieved from http://www.acswasc.org/pdf_postsecondary/PostsecondaryManual2013.pdf.
- Yeung, A. & Ready D. (1995). Developing leadership capabilities of global corporations: a comparative study in eight nations. *Human Resources Management*, 34(4), 529-547.