TEACHING ARTICLES

LEADERSHIP TRAINING FOR THE GIFTED: A FRAMES OF REFERENCE PARADIGM

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Abstract

This paper aims to outline the curriculum content and organisational requirements to deliver a cross-age, intercultural student leadership program for gifted students. It is written predominantly from the perspective of a practitioner and, to that extent, will be primarily methodological and conceptual in nature with some recourse to relevant literature. The program involves an International Student Leadership Conference (ISLC) where students (i) are introduced to leadership models and frameworks which they then apply to problematic fictional scenarios, (ii) develop an understanding of analytical tools used in collaborative problem solving and (iii) solve a global problem using a frames of reference paradigm integrating leadership principles and skills. The reduction of carbon emissions was chosen prior to the conference as the global issue and pre-released for analysis in order to facilitate depth of student research. Seven different stakeholder groups were constituted to facilitate breadth in perspectives as well as variation in gender, school and region.

Context: The nature of the schools

This leadership program targets schools that teach the International Baccalaureate as part of their core curriculum, and are committed to international intercultural exchange and the development of the IB Learner Profile (International Baccalaureate Organization, 2006). In addition, the three secondary schools selected are all co-educational, have a Gifted and Talented Coordinator and procedures in place for the identification of, and provision for, more able students. Identification methods include the use of Cognitive Ability Tests, teacher nomination

and prior attainment. The three schools selected use English as a medium of instruction and are located in Hong Kong, Germany and the United Kingdom, catering predominantly to the expatriate community.

Intended outcomes

The program has four main aims:

to identify the characteristics, values and behaviours which constitute an effective leadership profile

to understand leadership models and frameworks and apply them to specific fictitious scenarios

to develop an understanding of analytical tools used in collaborative problem solving

to solve a global problem using a frames of reference paradigm integrating leadership models and styles.

Pedagogical underpinnings

The pedagogical underpinnings include three main strands.

The development of student voice is seen to be most important, principally vis-à-vis student mentors and the organisational committee who are critical to realising leadership potential.

A group simulation task is used where students are required to role play and empathise with various stakeholder groups (on the effectiveness of group simulation exercises, see Chan, 2000). This approach is utilised to facilitate greater retention and enable the development of higher-order cognitive skills. In this regard, gifted students are challenged by tasks requiring the use of analysing, evaluating and synthesising/creating cognitive processes of Bloom's Taxonomy (Anderson & Krathwohl, 2001; Anderson & Sosniak, 1994)).

The assumption is made that leadership ability informs and is part of a wider definition of giftedness. While this leadership program remains in the domain of extra-curricular activities, the question remains whether more should be done to enable students to acquire leadership experience, skills and knowledge

within the core curriculum. For an excellent example of how leadership education can be incorporated in the core curriculum, see Pass & Campbell (2006).

Towards a definition

In the wake of a dearth of reliable and valid measures of leadership ability and the complexity of leadership as construct, I start with the assumption that no single definition of leadership is adequate for all contexts. Therefore, the definition I offer remains context specific and within the scope of leadership for gifted and talented youth. That said, the definition used includes four common denominators:

A social dimension characterised by emotional intelligence, which informs a capacity to form positive relationships and, within this context, the capacity to persuade and exert interpersonal influence on others.

A skills dimension characterised by a capacity for public speaking, presentation skills using different mediums, creative collaborative problem solving as well as analytical and research skills. For more on how leaders achieve power and inspire through the narratives they tell, see Gardner (1996).

An attitudinal dimension reflected in values such as honesty, courage, compassion and decisiveness.

A contextual and situational dimension including the type of organisation, its values and traditions, surrounding personnel and the remit of the leadership role itself which influences ways in which individuals express their leadership abilities.

Program description

Pre-conference phase: Selecting the topic

One issue, the reduction of carbon emission, was selected as the global problem for a variety of reasons. First and foremost, a 'neutral' topic is imperative to circumvent religious or race ethic sensibilities. For example, the threat of Islamic terrorism may be inappropriate if Muslim students are part of the cohort. Second, one issue for all student groups was considered vital as it facilitates effective time management and a quality outcome characterised by content depth. In previous conferences too much time was wasted allowing students to select their own global issues and, in some cases, students spent a whole day reaching consensus over which global

problem to solve. Selecting one issue prior to the conference addressed not only the issues of effective time management and depth but also the issue of breadth. By adopting a frames of reference approach, with various stakeholder groups all analysing the problem from multiple perspectives, a more comprehensive and wide-ranging response could be developed. Moreover, by releasing the global problem and the associated pre-reading six months prior to the conference, participants could be well primed in terms of the knowledge base required. At the same time, student groups were also pre-released and were organised by gender, school and region to reflect a degree of diversity and internationalism. All pre-conference details were released on our website: <www.giftedleadership.net>.

Student pre-conference tasks

To orientate themselves to their own leadership style, students are required prior to the conference to complete and reflect on an online self-rating scale. This survey was adapted and modified from the original produced by Don Clarke, available at <http://www.nlink.com/~donclarke/leader/survstyl.html>. The leadership style survey should be seen more as a teaching tool to raise awareness of the various leadership styles such as Autocratic/Directive, Democratic/Participative and Delegative/Non- directive. In addition, students are also encouraged to use an online collaborative mind-mapping tool, Mindmeister (a free collaborative mind-mapping program available at <http://www.mindmeister.com>). Effectively, this is a cyberspace where students can plan graphically, communicate, share research, use Google and Wikipedia prior to the conference.

Using this tool, students can collaboratively conduct online research of the stakeholder group's current policies and practices regarding carbon emission. In addition, students are required to procure a liaison officer from the actual company/organisation to act as a contact point for further information and as an official representative who is invited to attend the oral presentations on the last day of the conference. At the same time, to promote cultural empathy, students from each school are required to develop a presentation that reflects the culture of the country and/or school. In this regard, it is

important that students focus on two critical determinants of culture: food and language.

At an individual level, students are required to select contemporary leaders whom they admire and write ten descriptive words that characterise each person. Students then interview three leaders to ascertain if the leaders agree with their descriptions. To compare and contrast, the data from the interview should be tabulated and cross-checked against their own perceptions. Next, students write a 200-word profile describing their selected leader and bring it to the conference. In the profile of a leader, students are required to include: biographical details, description of the leader's motivations, identification of five main qualities of leadership and two specific acts of leadership. Finally, students bring a laminated A4-size picture of the leader s/he most admires to the conference.

Student task rationale

To facilitate gifted students, the design of tasks for this program is underscored by reference to the cognitive processes of Bloom's Taxonomy, in particular analysing, evaluating and creating. Reading the online pre-release material and selecting a leader locates students in the knowledge dimension of Bloom's Taxonomy. Describing leadership characteristics in a profile requires student understanding while comparing their perceptions during the interview and categorising types of leaders moves students into analysing. By assessing and drawing conclusions about leadership perceptions, students are synthesing and evaluating.

The conference phase

It is imperative that all student delegates arrive at least two days prior to the beginning of the conference for two main reasons. First, it facilitates group cohesion and second, it allows students to acquire some intercultural experience through the planned excursions, which reflect the local culture and history of the host country.

Student perceptions of an effective leader

Students exchange written profiles and come to a consensus on the top ten defining characteristics of leadership, first through discussion within small groups and then as a whole cohort. (For more on leadership characteristics, see Kouzes & Posner, 2002). In the group discussion, it is paramount to stress that leadership characteristics are culture- and context-specific (Karim, 2003). Next, students produce laminated pictures of their most admired leaders, which are placed on the floor for viewing. Students are then asked to categorise these pictures, for example: politicians, environmentalists, scientists, medical practitioners, educationalists and sportspersons. At this point, students are asked to draw some rudimentary conclusions. For instance, the following questions could be asked: How many leaders are female/male? How many are from an Asian background/Western European background? How many are religious leaders? How many are gifted public speakers? The discussion that follows could consider the types of factors that inform and influence leadership perceptions. Finally, students are asked to reflect on their leadership style based on the results of the Clarke leadership style survey, and then justify the type of leadership style their chosen leader may possess. Selecting a few high profile leaders for review in terms of leadership style as a whole group is fruitful.

Using leadership models to solve problems

After the above preliminary activities, students are presented with two leadership models and are required to integrate these ideas and principles to solve problematic fictitious scenarios.

1. The McGregor Theory X and Y

The McGregor Theory X and Y is used to explore two views of human nature as it pertains to leadership (McGregor, 1960) and to frame a conceptual model for students to begin the process of communicating their own ideas about leadership. The Theory X scenario involves an autocratic leader who assumes that the average team member has an inherent dislike of work and will avoid it if s/he can and therefore, most people must be coerced, controlled, directed, and even threatened with punishment to get them to work effectively towards the achievement of organisational objectives. The assumption is that the average team member prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all. In contrast, the Theory Y scenario is simulated as a democratic process that incorporates a consensus style for making decisions without an identifiable leader. The working assumptions within this approach are that most team members gain satisfaction from the effort they are putting in and as a result, are creative and like to use their initiative, like taking responsibility and, therefore, have the self-discipline and self-motivation to work towards the organisation's

objectives. Finally, for the purposes of this conference, a third category, Theory XY, is used to highlight group participation and cooperation in making decisions and solving problems with a clearly identified leader. In summary, the principal characteristics of each leadership style are:

Type X: Motivation via authority, coercion and control;

Type Y: Democratic process and consensus style, team members are self-disciplined, show initiative and take responsibility;

Type XY: Group participation and cooperation, drawing on aspects of both of the above.

After receiving conceptual instruction on McGregor's Theory, students are presented with the first fictitious scenario and are asked, within groups, to solve it collaboratively.

Scenario 1: Resource scarcity

You are members of the School Leadership Team (SLT). There is concern that student printing is costing the school an exorbitant amount of money. In an attempt to reduce costs, what strategies or policies could be implemented? Adopt one of the three leadership styles. Discuss strategic options to solve the problem and decide what policies or strategies you could implement to reduce running costs. Give your feedback in 15 minutes.

In the feedback phase of this activity, students are asked to draw conclusions regarding the utility of the above leadership styles. This review will be repeated in debriefing sessions throughout the week where students will reflect on instances where they observed the various leadership styles being applied.

2. The Bolman–Deal Model

The Bolman–Deal (2003) Model approaches leadership from the point of view of four different frameworks:

1. *Structural Framework* Structural leaders emphasise rationality, analysis, logic, facts and data. This type of leader thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done. Behaviours typical of this approach include:

clarifying organisational goals and clarifying lines of authority;

managing the external environmental variables;

focusing on the task and facts, not personality and emotions.

2. *Human Resource Framework* Human Resource leaders emphasise the importance of people. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. This leader is an advocate and facilitator, is visible and accessible. Behaviours typical of this approach include:

moving decision-making down into the organisation;

listening well and communicating personal warmth and openness;

increasing participation and sharing information.

3. *Political Framework* The political leader builds coalitions, assesses the distribution of power and interests, builds linkages to other stakeholders, uses persuasion first, and then uses negotiation and coercion only if necessary. Behaviours typical of this style include:

recognising major constituencies and developing ties to their leadership;

creating arenas for negotiating differences and reasonable compromises;

articulating what different groups have in common and helping to identify external 'enemies' for groups to fight together.

4. *Symbolic Framework* The symbolic leader's style is inspirational. This leader views organisations as a stage or theatre to play certain roles and give impressions, uses symbols to capture attention, tries to frame experience by providing plausible interpretations of experiences. Behaviours typical of this approach include:

discovering and communicating a vision, often through narratives;

being visible and energetic, leading by walking around;

utilising organisational traditions and values to build a common vision and culture that provides cohesiveness and meaning.

Framework applicability

These frameworks are not presented as mutually exclusive and student groups could use a number of these approaches at the same time in order to solve the second problematic scenario.

The Structural approach is useful when goals and information are clear, when cause–effect relations are well understood, when technologies are strong and there is little conflict, low ambiguity, low uncertainty, and a stable legitimate authority. In contrast, the Human Resources approach is appropriate when team member morale is low or declining. In this approach, resources should be relatively abundant; there should be relatively low conflict and low diversity. The Political approach is appropriate where resources are scarce or declining, where there is goal and value conflict and where diversity is high. At the same time, the Symbolic leader's approach seems to work best when goals and information are unclear and ambiguous, where cause–effect relations are poorly understood and where there is high cultural diversity.

Once the basic principles of the Bolman–Deal Model are understood, students are presented with two fictitious scenarios and are asked to solve them using the features of the model.

Scenario 2a: Conflict/institutional rebellion

It has come to the attention of Senior Prefects that uniform standards at the school are being flagrantly flouted by a large percentage of the student body. Choose one or more of the four frameworks and use its characteristics to find solutions to this problem. Give feedback and solutions in 15 minutes.

OR

Scenario 2b: Interpersonal conflict/insubordination

Three of you are newly appointed Senior Dance Captains for your school house and are charged with the responsibility of choreographing dance routines and organising rehearsals in preparation for The Evening of Music and Dance which starts in 6 weeks. Unfortunately, several members under your tutelage are disgruntled because they believe they should have been given the honour of being Dance Captain, and are consequently behaving in a subversive manner. What leadership strategies or styles would you use to address this conflict and lead your team forward? Give feedback and solutions in 15 minutes.

Instructional sessions

To support students in the process of solving a global problem, the reduction of carbon emissions, a series of parallel instructional sessions were designed to develop presentation, research, analysis and problem-solving skills. To enhance collaborative skills, students attend two out of five instructional sessions, then cascade resources and what they have learnt to other group members.

The content of these instructional sessions includes:

- MELTBRC: a language tool assisting students to critically analyse internet websites in terms of bias, assumptions, relevance and credible evidence (English Faculty, Seaton High School, 2004)

- Force Field Analysis: a decision-making model enabling students to compare the positive and negative forces affecting change (adapted from <http://www.mindtools.com>)

- PowerPoint and Word Presentation Skills: a formal guide for the effective use of PowerPoint and Word (adapted from <http://www.kgv.edu.hk>)

- Mindmeister: an online collaborative mind-mapping tool

- TASC (Thinking Actively in a Social Context): a problem-solving and thinking-skills framework which details the various stages of the problem-solving process (Wallace, 2002).

Topic: Reduction of carbon emissions

Students are now introduced to the topic, the reduction of carbon emissions. As a consequence of student groups being pre-released, the pre-reading and the use of Mindmeister, at this stage students should already have a solid knowledge base of the topic. To complete the task below, students have a total of approximately nine hours face-to-face group time across five days; therefore, the work prior to the beginning of the

conference is critical to ensure an in-depth quality response.

Task

Produce an Action Plan for your stakeholder group to reduce carbon emissions by 20% by 2020. In the process, you will need to review your stakeholder group's current policy and practice regarding carbon emission and make recommendations to improve its reduction.

Your presentation may make use of a variety of mediums and methods such as PowerPoint presentations, role play, poems, music, song, posters, reports or pamphlets, to name a few. Duration: 15 minutes plus 5 minutes for questions and answers.

Stakeholder group rationale

Each stakeholder group is kept to a maximum of six members with a maximum of seven groups making a total of forty-two delegates; larger stakeholder groups would make the orchestration of the conference unwieldy. In selecting the stakeholder groups, it is critical to ensure a degree of what Karim terms 'perspective multidimensionality', the ability to understand an issue from one's own as well as 'the other's' viewpoint (Karim, 2003). Since one of the objectives of the conference is to facilitate intercultural consciousness, stakeholder groups are selected to reflect different international perspectives, specifically Less Economically Developed Countries (LEDC) and More Economically Developed Countries (MEDC). For example, the Indian automobile manufacturer TATA was selected to reflect an LEDC perspective and the British domestic carrier, Virgin, was selected to reflect an MEDC perspective. At the same time, while some stakeholder groups were domestic and national, others were global organisations like HSBC and Intercontinental. To promote the idea of perspective shifts, stakeholder groups should reflect a diverse cross-section of industry and the political spectrum. For example, other stakeholder groups could include the School Leadership Team from the host school, the Liberal Democrat Party, and an international environmental group such as Greenpeace. In addition, stakeholder groups are composed to ensure diversity in gender, school context and nationality. There is no formal hierarchy within the group, and the establishment of roles and duties is decided collaboratively by each group.

The Organising Committee

Students need opportunities experientially to 'do' leadership rather than just learn about it theoretically with respect to models, frameworks and instructional sessions. If the organisational goal is to provide a first-class student leadership conference program within an intercultural context, then students need leadership roles and opportunities to contribute towards this outcome and thereby develop a sense of shared ownership and success. In this regard, the formation of the Organising Committee, regardless of whether they are hosting the conference or not, is critical to providing such opportunities. Examples of leadership tasks, indicative and by no means exhaustive, include:

- development of the leadership conference website
- research and organisation of the excursions
- research of stakeholder groups and contacts
- transport
- catering
- conference booklet, awards and certificates
- reception
- school/country cultural presentation
- opening and closing speeches
- public relations and media, audio-visual recording and still photography.

Leadership mentors

Within the context of developing student voice, leadership mentors — students who attended the conference the previous year as delegates — are vital for at least three reasons. First and foremost, leadership mentors act as role models for delegates and ensure acceptable behaviour, discipline and positive attitudes are maintained during the conference. Second, they support, guide and offer direction to the organising committee in their preparations for the next ISLC. Third, leadership mentors, in collaboration with the teachers, help design, develop and deliver a suitable program. For example, three of the instructional sessions are developed and delivered by leadership mentors under teacher supervision. Three leadership mentors are each responsible for approximately five students, which means that across the three participating schools it is possible to have nine leadership mentors.

School-level meetings

Given that students are selected six months prior to the conference, the mobilisation of the Organising Committee led by the Leadership Mentors and Lead Teacher, could begin three months in advance. With this lead-time, a variety of meeting types are called. For example, practical meetings between the Creativity Action and Service (CAS) Coordinator, Administrative Assistant and Lead Teacher (often the Gifted and Talented Coordinator); strategic meetings between Lead Teachers, the Leadership Mentors and the Organising Committee; and perhaps the most powerful of all, the informal one-on-one meetings between Leadership Mentors and Organising Committee members or between Lead Teachers and Leadership Mentors. These meetings are the essence and facilitate the business of 'doing' leadership as opposed to intellectually theorising it. The balance between theory and practical experience is critical. Finally, student delegates not involved in the conference, either as a mentor or in the Organising Committee, attend informational meetings for the whole cohort and are given the opportunity to contribute in collaboration with a committee member.

Group oral presentations

The oral presentations are judged against published assessment criteria that students are aware of prior to the conference. The main criteria include aspects of paralinguistics, visual and verbal communication, practical feasibility and creative solutions. For a full copy of the Oral Presentation Assessment Criteria, see our website <www.giftedleadership.net>. Each group also needs to respond to impromptu questions from the audience, including representatives from the actual stakeholder organisation who will respond to the feasibility of the solutions outlined. At the conclusion of all the presentations, a one-hour open forum allows groups to question the strength and validity of proposals made. Groups are then required to refute the counter arguments and defend the rigour of their proposals.

Post-conference phase

Evaluation

The evaluation of this leadership conference has three strands: the Group Oral Presentation, the CAS journal, and the Post-conference questionnaire (feedback sheet). For examples of these, again see our website <www.giftedleadership.net>. To avoid bias and in the interests of objectivity, the group oral presentations should preferably be judged by individuals not linked to the schools but with a tangible interest in the field, such as a representative from World Wildlife Fund or Friends of the Earth.

The CAS Journal

CAS, the acronym for Creativity, Action and Service, is an integral part of the International Baccalaureate and is intended to help students develop their learning as well-rounded individuals beyond the classroom through the process of self-assessment and evaluation (<http://www.ibo.org/diploma/curriculum/core/cas/>). To facilitate this development, every student must keep a journal of the activities that s/he participates in and the text must be reflective and not descriptive. It should also include a critical, written self-evaluation for each activity, with consideration of: the extent to which students have developed personally whilst participating in the activity; the understanding, skills and values acquired through the activity; and how others may have benefited from the student's participation.

The CAS Journal itself can be completed and submitted online, once again in keeping with the conference theme of reducing carbon emissions. Students are expected to spend about four hours working on the journal across the conference week. In previous years students received a total of 30 CAS points for participating in the conference and up to 50 for exceptional commitment. CAS Journals were thoroughly completed as evidence of work done and make fruitful reading to gain an overview of what students learn on a day-to-day basis.

Post-conference questionnaire

The post-conference questionnaire is designed to gain an overview of student perceptions of the conference from a range of facets including: guest speakers, instructional sessions, excursions, presentations, venue and administration. The primary evaluation questions are:

What are the student perceptions of program activities, both social and instructional, as well as the effectiveness of guest speakers and presentations?

What are student perceptions of the program's unique features, most and least important

events, the attainment of program objectives and suggestions for improving the program?

For more detailed examination of the learning outcomes, post-conference interviews could be conducted across the three sites.

Extended Essay opportunities

Research on various topics and the oral presentation delivered during the conference provide very clear opportunities for the groundwork for Extended Essays. Students are briefed prior to the conference regarding how their oral presentations, or more generally their involvement in the conference, can lead to the development of an Extended Essay topic.

Conclusion

There are four main strengths to this conference model: the development of student voice; intercultural exchange; curriculum breadth and depth; and the development of problem-solving and leadership skills.

First, limited full-time staff involvement dictates that many of the organisational aspects of the conference are driven and controlled by students. This is invaluable as it offers many opportunities for leadership from website design to catering, from transport to programming.

Second, vis-à-vis the social program and grouping, students have the opportunity to move beyond their peer comfort zone and interact with students from different race/ethnic backgrounds. The number of new relationships that are developed and the intercultural exchange that ensues are particularly successful aspects of the conference. Moreover, it is very satisfying to note that many of the delegates expressed an interest in acting as mentors for the following year's participants and assisting with the running of the program.

Third, depth of academic rigour is enhanced with the tasks and reading being pre-released six months prior to the conference. Further, selecting one issue facilitates more effective time management. The quality of analysis and solutions presented were improved due to the increased time available for research and collaboration during the conference. In addition, the simulation model, involving students identifying with a particular stakeholder group, allows more breadth in terms of the solutions vis-à-vis the analysis of one global problem from a variety of different reference points. Not only

does this approach facilitate perspective multidimensionality, it also increases student motivation with the knowledge that the content of their presentations has a 'real audience'.

Fourth, the presentation of leadership frameworks and models facilitates theoretical and conceptual awareness of leadership principles. This not only enables students to begin using the associated metalanguage to organise their ideas but also to engage in meaningful discourse about leadership. Moreover, student awareness of the theoretical underpinnings of leadership facilitates an informed basis from which to understand the leadership dynamics within their group. In addition, the activities and tasks underscored by reference to the analysing, synthesising and evaluating processes in Bloom's Taxonomy ensures that gifted students are stretched and challenged.

Problematic areas

There are three aspects of the conference, which are potentially problematic: work expectations prior to the conference; access to accurate information; and the development of interpersonal skills.

First, there is a limit to what can be expected from students prior to the conference. Students might not commit to Mindmeister and find online collaboration isolating without a personal face-to-face interaction. Apart from the online research, students are asked to write a 200-word leadership profile, conduct interviews, acquire a laminated picture, complete a survey as well as possibly participate in the organising committee or do a range of tasks delegated by it. In this regard, the support of Leadership Mentors and the Lead Teacher are critical in monitoring student progress as well as supporting and motivating where required.

Second, in dealing with company websites students may be given edited versions of reality or a public relations perspective from the liaison officer. This becomes a Theory of Knowledge dilemma. In this regard, students need to be cognisant of the partiality of knowledge owing to powerfully vested commercial interests of the stakeholder groups. Furthermore, students need to be briefed on the importance of obtaining a variety of sources to sift through the layers of truth and untruth.

Third, although interpersonal skills and emotional intelligence are part of our definition

of youth leadership, there is no formal instruction for this. At the same time, students are asked to give a presentation reflecting their school and cultural context to assist with 'intercultural consciousness' (Karim, 2003). In addition, speeches and the instructional session on PowerPoint and Word require students to consider aspects of formal communication. Moreover, through mentoring and the one-on-one meetings, good interpersonal skills are being modelled, albeit informally.

Future implications for leadership education

The model proposed is not simply a one-week intensive course in an artificial context, but involves students in organisational and research-based activities for at least six months prior to the conference to ensure a positive outcome. The curriculum program is not based entirely on the development of problem-solving skills or merely teaching leadership in a theoretical sense, but a combination of both. Students from different ethnic backgrounds are not simply brought together for a week and expected to develop intercultural consciousness. The social program, the online interaction and the cultural presentations help to facilitate this process of intercultural exchange. Based on the model proposed, I would argue that the challenge for leadership educators is to find, and enhance, that critical balance between intercultural exchange, theory, skills and experiential learning. Getting this balance right will lead to higher-level self-directed leadership.

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