Global Risks in Higher Education: Emergence of a Risk-Based Leadership Model

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ABSTRACT

This document presents an analysis of the challenges of globalization facing American higher education as the incursion in international localization intensifies. Institutions face the dilemma of preserving the legitimacy of the national culture while entering global environments with diverse beliefs and behaviors. The emerging "Risk-Based Leadership Model for Global Higher Education (RLM)" proposes the development of distinctive *macro-level* competencies (i.e. risk-management models, GLOBE leadership dimensions) and *micro-level* competencies (emotional intelligence and life-work balance).

Keywords: GLONACAL, risk management, academic capitalism, higher education, leadership competencies, emotional intelligence, personal leadership, risk mitigation, GLOBE, micro-level competencies, macro-level competencies.

1. INTRODUCTION

Higher education in the United States has played an important role in the economic and social growth of the nation [1]. The U.S. model contains a mix of public and private institutions, creators and catalysts of knowledge, in an environment of academic freedom [2]. The power of U.S. corporations abroad has enhanced the global influence of American higher education [3]. International students populate American classrooms, bringing along a myriad of cultures, beliefs, and educational needs that are transforming the educational arena [3].

This document will present an analysis of the challenges of globalization in American higher education as described in the Glonacal Model [2]. A discussion on global leadership will be presented using findings of the GLOBE project [4] combined with tenets of the Three-dimension Leadership [7]. The emerging "Risk-Based Leadership Model for Global Higher Education (RLM)" will include global risk considerations, emotional intelligence competencies, and GLOBE leadership dimensions.

2. CONCEPTUAL FRAMEWORK

Globalization has inevitably impacted the relationship between higher education and the economic growth of a country. The need for talented and skilled individuals managing businesses abroad, gives higher education a major role in the supply of this scarce resource. Higher education shapes and is being shaped by the configuration of regional trading blocs, becoming somewhat similar across countries [1]. Consequently, colleges and universities face the dilemma of preserving the legitimacy of their national culture while entering global arenas with diverse beliefs and behaviors.

The *Glonacal Agency Model* [2] allows for an analysis of the role of higher education in global contexts. The model contains three levels of *existence* interacting and intersecting simultaneously; and, two *domains* (organizational agencies, and the agency of collectivities) defining the structure and action. The hexagonal model assumes the participation of global, national, and local agencies; and, the influence of global human agencies, national human agencies, and local human agencies. Three interlinked hexagons in the model describe layers and conditions of operation at the global national and local level, and agents of higher education, professional agencies, markets, and politics. The external environment of higher education and the country positioning internationally conditions the relationships within the hexagons.

Global interactions occur between *global agencies* (e.g. World Bank, Association to Advance Collegiate Schools of Business AACSB); *national agencies* (e.g. government and legislature), and *local agencies* (e.g. universities and colleges). Multilateral organizations participate in national economic and education policy, promoting intellectual development and adherence to corporate citizenship principles, (e.g. Global Compact) [8].

Global human agencies represent groups with influence or agency at the global, national, and local level (i.e. International associations of professors, American International Recruitment Council AIRC, Association of International Educators NAFSA). *National human agencies* include national associations of presidents or alliances of educators and businesses that impact nationally and locally (e.g. American Association of University Professors AAUP). A *local human agency* may refer to groups of faculty or administrators in a department with influence in local practices (e.g. AAUP chapters, Nevada Faculty Alliance NFA).

Interactions between global, national, and local human agencies are reciprocal and strong: International students mobilize between countries, faculty members travel abroad for sabbaticals and international assignments, scholars publish in international journals, and administrators shape the vision of their foreign branches. American faculty members exert influence international students' knowledge and perspective with evident global impact when these students return to their countries or when they decide to stay abroad (brain drain) [1]

Global competition is ongoing and the incursion is also happening within local and national higher education systems, with universities vying with other institutions for funding, research money, and private contributions [2]. Higher education leaders face the challenges of choosing between a global or local strategic orientation. The readiness of higher education leaders to enter the global arena and engage in partnerships with international departments and colleges will define their success.

3. RISKS AND GLOBAL IMPERATIVES IN HIGHER EDUCATION

Higher education institutions operate in changing academic workplaces shaped by the demands of knowledge-driven marketplaces [10]. Universities have stood up to these challenges by updating their curricula, formulating projects of practical relevance, partnering with businesses, government and individuals to fund research [1]. The influence of American corporations in Asian countries drives the presence of American higher education institutions in that region [3]. A correlation exists between the economic power of a country and the absorption of international students. The growing presence of transnational educational institutions in Asia and Mid East stimulates the international mobility of faculty, administrators and students with implications of global risk.

Effective risk management programs should include four stages [11]: risk assessment, risk treatment, risk acceptance, and risk communication. Risk assessment comprises the identification of relevant risks, analysis of effects and evaluation of their impact on the institution. Risk treatment addresses risks through mechanisms of avoidance, optimization, transfer and retention. The risk acceptance and risk communication stages ensure that senior leadership and all decision-makers across the organization accept and understand the identified risks. The degree of acceptance of risks and risk abatement plans are contingent to cultural dimensions and personalities [12].

Technological Risks
Technological innovations such as Internet and global communications increase the access of higher education agents (i.e. faculty and students) to global research and collaboration. However, the openness of the Internet culture increases the risks for preservation of intellectual property [10]. While the growth in distance education programs offer access to students in distant geographic areas, high student-teacher ratios in online classrooms may negatively impact academic quality or may result in dramatic faculty workforce reduction. Commoditization of education and the transformation of students into mere consumers of products are major risks [10].

Economic Risks
Higher education institutions operating globally are vulnerable to the risks of volatile economies. The economic capacity and the political and cultural characteristics of a country condition the effectiveness of higher education policies and practices [2] in foreign locations. Tuition levels and availability of scholarships and financial aid differ across countries impacting the feasibility of international educational projects.

Faculty members interested in capitalizing on the high financial return and networking opportunities of global employment markets [2] might face economic risks related to exchange rate volatility and different employment and salary conditions. Language is frequently overlooked as an economic factor. While publishing in English increases the opportunities to associate with scientists and professionals in developed countries, adopting an English-only mindset might set barriers to knowledge-sharing among non-English speaking populations. This intellectual-divide will contribute to the polarization of economic power within and among nations.

Financial Risks

Global financial crises impact the ability of higher education institutions to invest in the quality of their academic programs. Downsizing and cost-cutting might lead to changes in the structure of full-time and part-time instructors [13] increasing the risks of internal conflicts, declined productivity and low morale. Institutions might opt to reallocate resources from international programs, redefining the priority of travel budgets or international hires [15].

The decline in government support to higher education increases the financial risk for universities and colleges forced to compete for alternate sources of funding [10]. Higher education institutions lag in the implementation of financial accounting mechanisms and risk management strategies [14]. Institutions that promote faculty involvement in the budgeting process in a culture of shared governance are less vulnerable to risks of failure in implementation of financial strategies [15].

Financial burdens might also increase risks of shifts in intra-organizational power and accountability. Faculty members conducting research for external sponsors might be prioritized over faculty with focus on research on teaching [10]. Other risks relate conflicts of interest or bias in the report of findings to meet the expectations of corporate sponsors. Higher education leaders must consider that "universities cannot function as government departments just as they cannot function as business (…) the reward for research and the measure of its ability, is not narrowly monetary" [14, p. 476].

Cross-Cultural Risks
The incursion of universities and colleges into foreign locations and the efforts in international recruitment requires the assessment of risks emerging from cross-cultural differences. The international mobilization takes place across western countries (i.e. United States, United Kingdom, Germany, France and Canada) located at the center of the *exchange network* and countries on the *periphery* [3].

The inflow of international students to U.S. universities, imply significant changes in infrastructure, programs, financial allocation, and culture [2]. Diversity must be integrated in classroom management and curriculum design to provide each discipline with a multicultural and global view. Despite this openness to diversity, risks emerge from pressures of local community stakeholders for the preservation of the cultural heritage of their milieu [2].

The growth of non-traditional student bodies with low rates of retention [16] is a challenge for higher education and may increase the resistance of local institutions to global patterns [2]. Community colleges in California have organized their programs around the growth of Silicon Valley, characterized by high-technological profiles and growing migrant populations from Asia and Pacific Rim. The dilemma is whether investments should be made in more technological programs or in English as a Second Language programs (ESL).

Ethical Risks
Higher education faces the risks of a changing cultural system towards academic capitalism [17]. Academic capitalism threatens the role of faculty members who view themselves as businesspeople, prioritizing revenue-generating opportunities

over service or advising. Concerns arise about the corporatization of knowledge by universities who patent their research and remove it from the public domain to turn it into their intellectual property [10].

The model of shared governance enables colleges and universities to increase their participation in communities, market, national decisions, and global education. Achieving this high level of engagement with the corporate world requires institutions to acquire a corporate mindset with the risk of *academic capitalism* [10]. Other authors anticipate the emergence of a new era for higher education, characterized by entrepreneurial minds, innovation, and creativity [1, 18].

4. A RISK-BASED LEADERSHIP MODEL FOR GLOBAL HIGHER EDUCATION

Newman, Couturier, and Scurry [6] defined seven *critical attributes* for higher education in the United States, in an attempt to bridge *rhetoric and reality* [19]. These public purposes are illustrated in Figure 1 and represent recommendations for a leadership style that balances the market-orientation of colleges and universities, and the preservation of education as a public good.
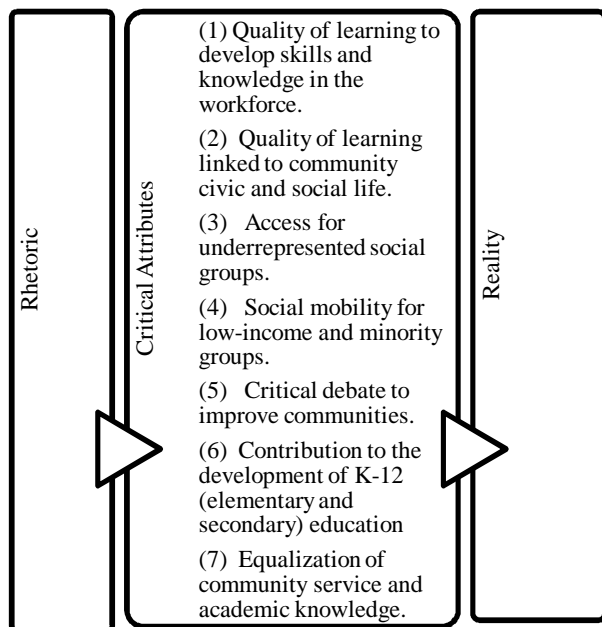

Figure 1. Critical Attributes of Higher Education. Adapted from Gregorutti [19].

The participation of universities and colleges in the global arena will require the extrapolation of some of these critical attributes to the service of international communities. Higher education leaders will have to assume new leadership roles across local, national and global layers as suggested by Marginson and Rhoades [2]. The success in this extrapolation depends on the observation of culturally contingent characteristic prevailing in foreign locations.

The risks facing higher education influence the content of strategic and academic plans. An effective assessment, analysis, and communication of global risks is a condition for success in internationalization. Leadership development plans must consider the global context of operation of colleges and universities and distinctive competencies for global management.

The new Risk-Based Leadership Model extracts attributes, behaviors and competencies proposed in four existing models to address global management in conditions of risk. The model contains two major clusters: *macro-level competencies* drawn from risk-management models [11] and Culturally Endorsed Implicit Leadership Theory [4]; and *micro-level competencies* of emotional intelligence [20] and Three-dimension Leadership Model [7], explained in this section.

Culturally Endorsed Implicit Leadership Theory (CLT)
The CLT model focuses on the identification of leadership qualities that conform to shared beliefs of the members of a common culture [4]. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) project [4] studied the leadership qualities of 17,000 managers in 62 cultures, grouping them in 10 societal clusters in dimensions of charisma, team orientation, self-protection, participation, humane orientation, and autonomy [5].

Findings of the GLOBE study revealed four behaviors accepted universally as facilitators of leadership effectiveness, three that limited effectiveness, and three behaviors contingent to the local culture. Table 1 summarizes these findings and associated GLOBE dimensions.

Table 1. Cultural Views of Leadership Effectiveness according to the GLOBE project

Facilitators of Leadership Effectiveness	Impediments to Leadership Effectiveness	Culturally contingent Leadership Behaviors
Trustworthiness (integrity)	Being loner and asocial (self-protective)	Individualistic (autonomous)
Visionary (charismatic-visionary)	Non-cooperative (malevolent)	Status-conscious (status-conscious)
Inspirational and motivating (charismatic-inspirational)	Dictatorial (autocratic)	Risk-taking (charismatic, self-sacrificial)
Communicative (team-builder)		

Adapted from Deresky [5, p. 417]

The success of American leaders operating in foreign settings was correlated with two criteria: (1) ability to generate results and (2) effective leadership in cross-cultural settings. Influencing people from different cultural backgrounds requires *dexterity to adjust* [4]. Dexterity to adjust implies having a global mindset, high levels of ambiguity, and cultural adaptability and flexibility.

The proposed Risk-based Leadership Model will use the facilitators, impediments, and contingent behaviors identified in the CLT model to reinforce the macro-level competencies of higher education leaders.

Bolt's Three-Dimension Leadership Model

Bolt proposed this model to identify areas of leadership using a holistic approach of three dimensions: business, leadership, and personal competencies [7]. Figure 2 illustrates Bolt's framework and the focus of development of each dimension.

The *business dimension* of leadership relates to the development of capabilities and skills to overcome the challenges of leading global businesses. Leaders with business competencies manage effective quality systems, promote organizational innovation and technology, implement organizational change, value diversity, and think strategically [7]. Strategic thinking should lead administrators to formulate and implement risk-management training programs to educate about the risk exposure of both resources and stakeholders [24].

The *leadership dimension* refers to capacities to inspire and empower others to pursue the institutional vision. Leaders are expected to act as role models of integrity, authenticity, diversity, ethics and "courage and will to act" (p. 117).

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                    Leadership Dimension
                    Leadership theory and
                    practice
    Business Dimension       Strong personal leadership
    Leading globally         Empowerment
    Customer-focus orientation  Leveraging Diversity
    Total quality            Integrity, ethics
    Innovation,              Competence and character
    Technology               Courage and will to act
    Organizational Change
    Valuing Diversity
    Strategic Thinking       Personal Dimension
                    Personal vision, purpose,
                    priorities
                    Life and Work Priorities
                    Self-leadership
                    Self-empowerment
                    Emotional self-awareness
                    Responsibility for own growth
                    Continuous learning mindset
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Figure 2. Development Focus in Three-Dimensional Leadership Framework. Adapted from Bolt [7, p. 117)

The *personal dimension* of leadership includes skills that provide balance to the individual's life. Leaders who develop their personal dimension use their vision, purpose, values, goals, and abilities to integrate priorities of life and work. Self-leadership and self-empowerment skills enable leaders to understand others. Emotional self-awareness supports leaders' own well-being. Leaders with strong personal dimensions take responsibility for their growth and continuous learning.

To achieve leadership excellence these three dimensions must be equally developed, complementing and balancing each other through various mechanisms [7]:

(1) Internal executive education
(2) External education programs
(3) Succession planning
(4) Integration of leadership competencies in organizational development.
(5) Self-assessment processes.

The emerging Risk-based Leadership Model will use the competencies identified by Bolt's model to support comprehensive personal leadership development plans. At the micro-level, risk-oriented leadership plans should balance innovation and risk, inspiration and courage to act, and life and work priorities.

Emotional Intelligence Competencies

The GLOBE model [4] and the Three-dimensional leadership model [7] provide a valuable framework to prepare leaders for the global environment. However, individuals who want to lead others should start by understanding their own competencies and intelligence. The assessment of leadership competencies is the first step in the formulation of personal leadership plans. Star performers combine four types of intelligence [25]: Intellectual intelligence (IQ), emotional and social intelligence (EQ), managerial intelligence (MQ), and change intelligence (CQ). The development of emotional intelligence competencies (EIC) distinguishes excellent from average performers [22].

Gowing proposed a framework of 22 emotional intelligence competencies categorized in four clusters, identifying 10 of them as essential in the development of competent managers [21, 22]: Self-confidence; self-control, trustworthiness, initiative, empathy, organizational awareness, influence, leading others, conflict management, and communication. (Table 2)

Table 2
Emotional Intelligence Competencies

Cluster 1	Cluster 2
Emotional Self-Awareness	**Self-Control**
Accurate Self-Assessment	**Trustworthiness**
Self-Confidence	Conscientiousness
	Adaptability
	Achievement Orientation
	Initiative

Cluster 3	Cluster 4
Empathy	**Influence**
Developing others	**Communication**
	Conflict Management
Service Orientation	
Organizational Awareness	**Leading others**
	Change Catalyst
	Building Bonds

Adapted from Gowing [20]; Thomson [22].

These micro-level leadership competencies are identified through EIC self-assessments, that identify gaps between current and desired state. A leadership plan to close these gaps should include training, mentorship, and knowledge-transfer.

Implications for Theory

Evident in the discussion of globalization is the need for leaders with cognitive complexity [4, p. 68] who combine global

perspectives with concern for local practices [2] to mitigate risks of global incursion. The emerging Risk-Based Leadership Model (RLM) identifies sets of behaviors, skills and competencies theoretically associated with effective global leadership. The distinction between *macro-level* and *micro-level* competencies is the main contribution of this model.

The new model facilitates the identification of distinctive competencies for the assessment of ethical, economic, financial, technological, and cross-cultural risks. Macro-level competencies assist in the implementation of risk management plans (See Figure 3). Complexity increases when considering the impact of cross-cultural dimensions (e.g. individualism/collectivism, high/low context, power distance and masculinity/ femininity) [12]. At the micro-level, EICs of trustworthiness, communication, and initiative should facilitate effective personal leadership in global contexts. Empathy and organizational awareness competencies should enhance leadership behaviors of inspiration, motivation and vision. EICs of change catalyst, conscientiousness, and self-control should assist in managing culturally-contingent risk-taking behaviors.

Combining student-centeredness and market responsiveness, the model argues for an accurate identification of needs of diverse student populations (customer focus in Bolt's model). Institutions operating in global contexts should bridge the gap between rhetoric and practice by linking learning to community service, providing access to underrepresented groups, and equalizing community service and knowledge [2].

Implications for Leadership and Practice
Using this model, higher education administrators should be able to best identify opportunities to increase their risk-management and leadership skills. Being that risk-taking behaviors are culturally-contingent [4] the implementation of risk management plans should match the differing risk-avoidance behaviors of leaders, faculty, and students in American, Asian and Latin American institutions.

Leadership development and risk-management plans should be integrated to the academic strategic plan of universities and colleges through diverse channels: Curriculum, extra-curricular activities, staff development, faculty development, mentoring and self-assessment:

Training: Leadership training programs should aim to develop GLOBE dimensions of integrity, charismatic-visionary, charismatic-inspirational and team-building accepted as universal [4]. Training in Emotional Intelligence Competencies for Managers (EICM) [20, 21] should also be part of ongoing development plans to enhance change catalyst, conscientiousness and self-control as critical competencies to lead in environments of high risk.

Leadership training should assist leaders in evaluating the gaps between rhetoric and reality [6] to act on opportunities to increase access of misrepresented global communities to scholarly knowledge. Integrating discussions of global issues into the curriculum should increase the awareness of faculty and students about global risks. Grant-writing training should increase institutional members' skills to access resources for international and local entrepreneurial programs. These initiatives aim to reduce risks of academic capitalism emerging from a lack of balance between market orientation and preservation of education as a public good.

Knowledge Transfer: Leadership development plans for faculty, staff, and administrators should be included in college-wide strategic plans. Round-tables, brown-bag lunches, virtual forums, blogs, or newsletters are effective media for the discussion about global accountability, cross-cultural awareness, localization/globalization, and risks of international collaboration across campus. An evaluation of the focus of academic leadership programs ensures that personal, business, and leadership dimensions are equally prioritized. Communication of global risks of technology, culture, and ethics should assist administrators in demoting obstacles to the implementation of their vision of innovation and growth.

Mentorship: This type of organizational development initiative requires the identification of a leadership role-model within the institution to exchange ideas about leadership, global culture, and global risks Periodic departmental meetings and the creation of internal and external leadership networks should provide opportunities to develop areas of interest in global higher education. Using the linkages between global agents and global human agencies, institutional leaders can encourage international scholarly activity, publication in foreign journal articles [4], exchange programs and international assignments to develop global competencies on campuses.

Figure 3 illustrates the new Risk-Based Leadership Model for Global Higher Education. International academic programs should focus in scaffolding the elements of this model in their academic programs.

5. CONCLUSIONS
This document presented an examination of micro-level and macro-level leadership dimensions required to manage the risks of global operation. Using the Glonacal model [2] this research identified the influence that globalization has on local, national, and global higher education agencies. Technological, economic, financial, cross-cultural and ethical risks in the global higher education environment were identified. Risks related to corporatization of knowledge, diversity in the classrooms, intellectual property and innovation were explored. A balance between market-orientation and the preservation of education as a public good [6] drove the recommendations about global leadership attributes expected in higher education leaders.

A risk-based leadership model for global higher education was proposed blending the recommendations of risk management models [11], tri-dimension leadership [7], GLOBE behaviors [4], and emotional intelligence competencies [20]. The model suggests a set of micro-level and macro-level competencies to be included in organizational development plans to increase global leadership readiness in environments of high risk.
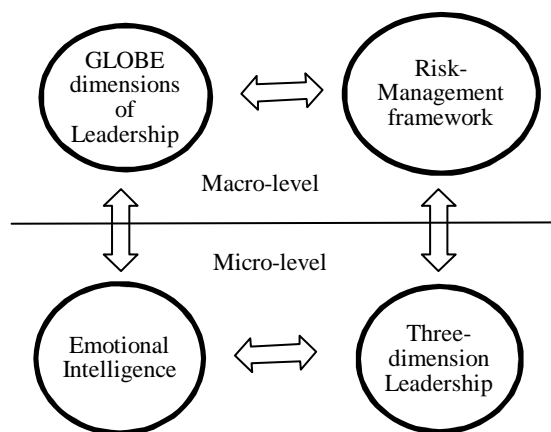
Figure 3. Risk-based Leadership Model for Global Higher Education©. Adapted from Marginson and Rhoades [2], Javidan et al [4], Bolt [7]; Startiene and Remeikiene [11]; Gowing [20]

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