

**Leadership Qualities of Chief International Officers in Internationalizing the
Campus at Select Institutions of Higher Education in the United States**

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY

Leigh Neys

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

Advisor

Dr. R. Michael Paige

July, 2015

© Leigh Neys, 2013

Acknowledgements

I share my acknowledgement and appreciation to all of the named and unnamed individuals who have supported me throughout this journey.

To Andrew and Olivia, who encouraged and motivated me to complete this program.

To my parents, who instilled in me a passion for learning and achievement? I am forever grateful for your wisdom, support and encouragement.

To Dr. Paige, who guided me throughout this incredible journey; your honesty, humor and encouragement meant so much to me. I have truly enjoyed the opportunity to learn from you and appreciate your unwavering support.

To Dr. Magnusson, and Dr. Fry, I fully admire your accomplishments and experience. I am grateful for your knowledge and expertise and guiding me through this program.

To Dr. Park, thank you for your commitment to my education and serving on my committee. Your perspective was instrumental in my completion of this study.

To the EDDIE cohort, your camaraderie and passion for international education sustained me throughout the program. Your friendship and motivation sustained me through this amazing journey.

Dedication

This dissertation is dedicated to my family and colleagues located around the world. Thank you for your guidance and support throughout my personal and professional journey.

Abstract

An examination of chief international officer (CIO) leadership at selected institutions of higher education is presented in this study. In addition, this study identifies CIO perspectives on internationalization and factors affecting campus internationalization. Ten chief international officers from comprehensive research institutions were included in this study. Using foundational conceptual frameworks of Bass and Avolio's (2000) Full Range Leadership Model and Kouzes and Posner's (2002) Five Practices of Exemplary Leadership model, a Model of Effective Leadership Qualities of Chief International Officers was formed and used as the conceptual framework for the study.

Through interviews conducted with ten chief international officers, seven dominant qualities of effective leadership are identified including the five qualities found in the framework as well as two additional qualities. These five qualities include: collaboration, trust, passion, challenge and support. The two additional qualities are: respect and knowledge. An outlier quality, ethics, is also included in the discussion. These qualities are illustrated in further detail through descriptive commentary by the participants in the study. Further examination of the data identified three factors influencing campus internationalization common to all participants.

The findings in this study can be used to inform future research in international education leadership and to guide leadership development practices for emerging professionals in the field. In addition, the results will help to inform campus leaders, international education professionals and international education organizations on how to better serve and support international education leaders.

Table of Contents

List of Tables.....	vi
List of Figures	vii
Chapter 1	1
Background and Rationale for this Study	1
Definition of Key Terms and Concepts	9
Statement of the Study Purpose.....	11
Conceptual Frameworks	11
Research Design	12
Study Limitations	13
Chapter 2: Literature Review	15
Internationalization.....	15
Benefits of internationalization	20
Challenges of Internationalization.....	21
Assessment of Internationalization	21
Leadership	25
Leadership theories.....	26
Leadership qualities.....	31
Organization and Change Leadership	32
Higher Education Change and Leadership	36
Transformational leadership.....	39
Internationalization and Leadership.....	46
Conceptual Model Rationale	48
Model of Effective Leadership Qualities of Chief International Officers.....	57
Summary	60
Chapter 3: Research Methods and Procedures	62
Research Methodology.....	62
Research Method, Data Collection, and Rationale	65
Population.....	65
Sample	66

Data Acquisition.....	68
Data Analysis.....	69
Limitations.....	71
Summary	72
Chapter 4: Results.....	73
Demographics.....	74
Analysis of Identified Qualities.....	76
Related Research Questions	100
Summary	105
Chapter 5: Discussion.....	107
Implications for Policy and Practice	107
Implications for Theory	112
Suggestions for Future Research.....	121
Summary	122
References	124
Appendix A: Individual Interview Consent Form	131
Appendix B: Solicitation E-mail.....	133
Appendix C: Interview Protocol for Chief International Officers	134
Appendix D: List of Public Institutions Included in Population.....	136

List of Tables

Table 1 <i>Overview of Internationalization Assessments</i>	23
Table 2 <i>Full Range of Leadership model (Bass & Avolio, 2000)</i>	49
Table 3 <i>Five Practices of Exemplary Leaders (Kouzes & Posner, 2002)</i>	54
Table 4 <i>Model of Effective Leadership Qualities of Chief International Officers</i>	58
Table 5 <i>Select demographic characteristics of study participants</i>	76
Table 6 <i>Major Qualities Identified from Coded Interviews</i>	78

List of Figures

Figure 1 Seven Qualities of Effective Chief International Officer Leadership..... 77

Chapter 1

The demand for access to higher education around the world is increasing and higher education institutions are competing to attract the best and brightest students (Altbach & Knight, 2007). To address these needs, universities and colleges across the nation are strategically poised to prepare students to compete in the global workplace through campus internationalization (Altbach & Peterson, 1998; American Council on Education, 1995). Extensive research is available about the process and implementation of campus internationalization, but few studies focus on the leaders charged with facilitating the plan (Knight, 2004; Mestenhauser & Ellingboe, 1998; Paige, 2005).

Background and Rationale for this Study

Global forces including political, socio-cultural and academic rationales have increased the need for higher education institutions to extend beyond geographic borders to increase their competitiveness (Stallman, 2006; Altbach & Knight, 2007). Altbach & Knight (2007) add:

Global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training...The motivations for internationalization include commercial advantage, knowledge and language acquisition, enhancing the curriculum with international content and many other. (p. 290)

In the United States, the internationalization of higher education is important not only at the institutional level but also at the national and sector level (Knight, 2004). According to the National Association of State Universities and Land-Grant Colleges (NASULGC) (2004), “If we are to maintain our place at the forefront of the world’s institutions of learning, we must truly be universities and colleges of the world” (p. v). Politicians and higher education leaders stress the importance of being leaders in higher education and producing graduates to grow the intellectual and economic capital of the nation (ACE, 1995). The institutions that will excel in meeting these global demands are those that undertake a systematic culture change to internationalize their campuses.

Researchers offer varying definitions of internationalization. Ellingboe (1998) defines internationalization as “...the process of integrating an international perspective into a college or university system” (p. 199). Paige & Mestenhauser (1999) suggest internationalization includes “the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimension of knowledge construction” (p. 504). Knight (1994) describes internationalization as a comprehensive institutional strategy of integrating international and intercultural dimensions into teaching, research and service. Knight & de Wit (1999) expand upon this definition to include “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). Another approach to internationalization inspired by Bengt Nilsson is called Internationalization at Home (IaH). IaH is described as a practice of an integrated, conceptually coordinated system-oriented

approach to international education (Nilsson, 2003). Regardless of the definition, institutions must decide on the priorities that will lead them toward the goal of campus internationalization.

The complexity of internationalizing the campus can be challenging for an institution, partly because there is no standard approach to campus internationalization (Paige & Mestenhauser, 1999; Knight, 2004; Nilsson, 2003). The manner in which institutions address the implementation of internationalization is different because of varying priorities, culture, history, politics, resources and approaches can change (Knight, 2004). Regardless of the approach, institutionalization of international education ensures the sustainability of the university's international efforts. Despite the challenge of approaching campus internationalization, a review of the literature suggests there is general consensus about the factors that constitute comprehensive internationalization (Ellingboe, 1998; Knight, 2004; Paige, 2005). At the core of these factors are the leaders tasked with the campuses' international efforts.

Stallman (2006) states that leadership is a top priority in campus internationalization due to the long-term commitment and sustainability it requires. Paige (2005) also states, "Leadership at the top from the university president or provost is a critical part of the overall leadership picture..." (p. 108). A report of the NASULGC about leadership and its role in internationalizing the university asserts that presidents and chancellors must facilitate the change (NASULGC, 2004). It is crucial that there is strong support from the highest level of university administration for the success of campus internationalization (NAFSA, 2008).

Unfortunately, those in the field of educational leadership that informs higher education administration often have a rather limited international perspective (Mestenhauser, 2006; Paige & Mestenhauser, 1999). Furthermore, most institutions do not provide the necessary levels of support required for effective internationalization (ACE, 1995; NAFSA, 2008). Sufficient staff support and fiscal resources are essential to carrying out the internationalization plan (NAFSA, 2008; Altbach & Peterson, 1998). Mestenhauser (2002) suggests that universities need to re-evaluate the common self-funded model for international education if they truly value the necessity of international education, and support international education professionals in the field by acknowledging their contributions to the campus and the field.

International educators who are knowledgeable about the complex nature of international education are often placed in lower levels of the institutional hierarchy, which undermines the importance of the internationalization plan (Mestenhauser, 2006). Mestenhauser (2006) adds that quality leadership that is essential for successful internationalization is often lacking in senior positions in higher education. An experienced international education professional is uniquely poised to fill the knowledge and experience gap to help universities lead campus internationalization (Mestenhauser, 2006).

A NASULGC task force report (2004) suggests that appointing a chief international officer for internationalization demonstrates the importance of the internationalization plan. Paige (2005) suggests appointing a cabinet-level administrative person for international education. Despite the increasing importance

of the senior international officer (SIO) or chief international officer (CIO) position on campus, more research is needed to understand the requirements and needs of these individuals (Lambert, Nolan, Peterson, & Pierce, 2007). Mestenhauser (2002) states the problem universities face is that international educators are not recognized as important due to the lack of recognition of international education as a legitimate academic field.

Few studies to date have been conducted examining the leadership qualities of senior international officers and their role in the internationalization process (Lambert et al., 2007). Spencer, Kreutzer and Shallenberger (2008) conducted a study published a report by the Forum on Education Abroad on the field of international education, focusing on the salaries, workload and other job-related topics of international education professionals. The purpose of the survey was to provide useful information to professionals in the field and help organizations including higher education institutions to meet the Forum's accepted standards of good practice for education abroad administration. This survey was one of the first of its kind and identified the lack of collective data on professionals in the field. Three-hundred and nine individuals from institutions and program providers responded to the survey. Participants had an average of nine years in the field. Seventy percent of participants were female and eighty-six percent of participants had masters degrees or higher. The three greatest challenges for participants in their daily work included time, funding and staff issues. Participants identified advocacy, education systems across cultures, management tools, marketing, networking and program development as top training priorities. A major finding was the diversity of job titles across institutions.

Three hundred and five participants provided job titles and after consolidation 146 different titles remained. Salaries by job titles varied, although participants with doctorate degrees typically earned the highest salary. This study presented broad and detailed data about education abroad professionals. The results are important because it provides a compilation of international education profession statistics which can be used to better inform institutions and professional organizations. There are several limitations of this study. Participants were self-selected based on responses to email solicitations and included individuals working for study abroad program providers. The results were based on participants' self-perceptions and there were no measures of external validity.

Hoemeke, Krane, Young and Slavin (2006) conducted a study published by the Association of International Education Administrators (AIEA) on the findings of a survey of its institutional members. The report identifies individual qualities of the professionals in senior education administration positions and provides baseline information about professionals and their institutions. The study utilized a questionnaire administered to eighty-one CIOs from AIEA member institutions. The study solicited responses from participants in three categorical subjects: Characteristics of the institution, characteristics of the international office and of the CIO as administrator, and characteristics of the CIO as a professional. Participants in this study were from a variety of institution types (based on Carnegie classifications) and ranged in age from thirty-two to seventy years. Of the total participants, seventy-two percent were male and eighty-two percent were Caucasian. A majority of the participants held doctoral degrees with nearly 90% of the degrees in education,

humanities and social sciences. The majority of doctorate degrees were obtained in the field of education. The average participant had worked in higher education for more than 20 years but ten years or less in their current position. Furthermore, seventy percent of participants held academic rank in their institution. The study is important because it provides critical data and characteristics about CIOs and their institutions. In addition, the study establishes baseline data for international education offices. There are several limitations to this study. The results were based on participants' self-perceptions and there were no measures of external validity. The sample size was limited and only AIEA member institutions were asked to participate.

Another study by Lambert et al. (2007) published by NAFSA, attempts to fill the knowledge void of international education leadership studies by defining, promoting and enhancing the work of CIOs and creating clear pathways to senior leadership in the profession. The report outlines the findings of a Delphi study of thirty-five senior international officers at a variety of institution types across the United States. The study involved two rounds of questioning. The first round asked participants to respond to the following questions: "what skills are most important to you in your work?" and "what areas of knowledge are most important to you in your work?" Responses were grouped into categories representing personal qualities, knowledge and skills. The second round of questions asked participants to assign a ranking of importance to a combined list of skill and knowledge categories. The top skill and knowledge areas, represented by a prioritized list of weighted responses, include: diplomacy or tact, prioritizing, organization, ethics, cross-cultural skills,

overseas experience, energy or passion, strategic planning, leadership and communication. The survey is important because it provides a broad spectrum of leaders' perceptions of their own leadership skills and knowledge. The results suggest how CIOs perceive the importance of certain skills and knowledge, providing useful information for future leaders. The skills and knowledge identified in the study can be used to design job descriptions for the CIO position. Furthermore, the results can be used as a basis for professional organizations to design training and professional development opportunities. There are also several limitations to this study. The results are based on participants' self-perceptions and there was no measure of external validity. The sample does not distinguish among institution type nor does it distinguish the CIO position beyond "senior leader on campus".

These studies all provide important information relating to international education and the professionals working in the field. They do not, however, provide an in-depth analysis of effective leadership as perceived by the leaders themselves (Lambert et al., 2007). This goal of this study is to provide critical information as it pertains to effective international education leadership qualities. In addition, the study identifies the CIOs role and the challenges they face in internationalizing the campus. The results of this study will serve as an important resource for new and mid-level international education professionals by offering a roadmap of the knowledge and skill sets of successful leaders. Human resource offices and search committees will be able to utilize the results to develop job descriptions and evaluate job applicants. The results will help inform higher education institutions and professional organizations to design training and professional development opportunities. By filling the gap in the

literature in these ways, this study provides an important contribution to the literature in the field.

Definition of Key Terms and Concepts

Internationalization. This study focuses on leaders involved in campus internationalization. Knight (1994) defines campus internationalization as a comprehensive institutional strategy of integrating international and intercultural dimensions into teaching, research and service. Knight's definition suggests that internationalization permeates the entire operation of an institution, not limited to specific activities within a campus. Bartell (2003) states internationalization is as a process, not an end goal for institutions to achieve. Internationalization involves substantial organizational change, which takes time and resources. It is a continuous, complex process that involves the entire institution including faculty, staff and students (Paige, 2005). For the purposes of the study, I define internationalization as *a comprehensive system of organizational change that integrates the international and intercultural dimensions of the teaching, research, and global engagement of the university.*

Leadership. Leadership is a key component of successful campus internationalization (Ellingboe, 1998). Northouse's (2007) definition of leadership involves leaders and followers working together on a common goal. Nahavandi (1997) defines leadership as the process of influencing individuals and groups to establish goals and create a plan of action to achieve those goals. Fullan (2001) states a successful leader focuses on relationships, on the people directly involved in the change process. His definition also takes into account the organization's systems and

stakeholders. Drawing on Fullan (2001), I define leadership in this study as: *a process that involves the building of relationships, instilling moral purpose, and understanding change.*

Transformational leadership is the theoretical foundation for this study. Burns (2003) and Northouse (2007) both describe transformational leadership as a mutually beneficial relationship between the leader and follower that creates increased motivation and morality. The definition provided by Avolio, Bass, & Jung (1999) focuses more on the leader-follower relationship. Their definition of transformational leadership is one where leaders develop their followers to become leaders of their own. For the purposes of this study, I define transformational leadership as: *a process that increases follower morale, inspires action, enhances motivation and increases performance to achieve the goals of the organization.*

Chief International Officer (CIO). Finally, the individual responsible for leading the international unit on campus is referred to in this study as the chief international officer (CIO). The exact job title and specific responsibilities vary from institution to institution. Lambert et al. (2007) use the term Senior International Officer to represent individuals with significant experience and served as senior leaders on campus. Hoemeke et al. (2006) utilize the term Chief International Education Administrator and define it as the “institutional leader engaged in the advancement of international education” (p. 1). Drawing on Desoff (2010), this study utilizes the term chief international officer (CIO) as: *the individual at the highest level of institutional leadership who heads an office dedicated to internationalizing the broad scope of the institution’s programs and activities.*

Statement of the Study Purpose

The purpose of this study is to examine the leadership qualities of chief international officers associated with internationalizing the campus at selected institutions of higher education.

The central research question in this study is:

1. What leadership qualities are perceived by CIOs to be the most effective for leading campus internationalization?

Two related questions are also addressed in the study:

2. What internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization?
3. What are perceived by CIOs to be the key challenges involved in internationalizing a campus?

In addition, the researcher reviewed specific demographic variables to create a profile of CIOs at selected institutions of higher education.

Conceptual Frameworks

This study incorporates two significant conceptual frameworks. The first conceptual framework utilized in this study is transformational leadership.

Transformational leadership theory is uniquely suited to international education. The theory is particularly complementary to international education leadership because it addresses the complexity and uncertainty of the internationalization process (Savicki, 2008; Mestenhauser & Ellingboe, 2005).

The second conceptual framework is Kouzes and Posner's Five Practices of Exemplary Leadership model. Their model is widely used and is applicable across organizations (Northouse, 2007). Kouzes and Posner (1995) identify five core competencies of effective leadership based on leader behaviors outlined in their study. Because of the complex nature of internationalization and the systemic change that is required to initiate the process, effective leaders excel when they serve as role models to inspire and motivate others to participate in the change process (Mestenhauser & Ellingboe, 2005). Analysis of the distinct and overlapping components of the transformational and exemplary leadership frameworks ~~and overlapping factors~~ formed the basis of the model of effective international education leadership used in this study to examine CIO leadership.

Research Design

A qualitative research method was utilized in this study. This research method was intentionally selected because of the exploratory nature of the study. The participants of this study included chief international officers at higher education institutions in the United States. In-depth interviews were conducted with the CIOs to obtain information about leadership qualities as perceived by the leaders' themselves. Background data were also collected about participants' experience in higher education and degree attainment, leadership qualities and campus internationalization. The interview questions were arranged into the following categories:

1. Personal information: Includes details of years worked, positions employed, educational background and professional goals.

2. Leadership information: Includes definitions of leadership style, ideal leadership characteristics, and key leadership experiences.
3. Internationalization information: definition of campus internationalization and key challenges (internal and external) involved in campus internationalization.
4. Closing questions: Includes advice to future professionals and additional comments.

A pilot study was conducted with two CIOs and minor revisions were made to the interview questions based on feedback. Twenty-seven CIOs were sent requests for interviews and twenty replies were received. Thirteen potential interviewees were confirmed and 10 interviews were completed.

Study Limitations

The following limitations pertained to this study:

1. The study utilized a purposeful sample of institutions across the U.S. Therefore, it was not a random sample and the results should not be generalized. The sample size of institutions and respondents in this study was also limited to 42 institutions. While there are other institutions in the United States involved in internationalization, only specific institutions were considered for this study.
2. The sample size of respondents was limited to those individuals identified as senior international officers at the 42 selected institutions. There is greater variation in smaller sample sizes and the results should not be generalized.

3. A lack of long-term study data on leadership effectiveness in international education further limits the study's results. Data collected in this study was a current snapshot of the field in its earliest stages of development. Future studies will be an important compliment to gauge the validity of this study's results.
4. This was a study of SIO perceptions. There are not external indicators of leadership effectiveness against which the respondents' answers can be checked.

The purpose of this study was to examine leadership qualities of chief international officers in internationalizing the campus at selected institutions of higher education. Results of this study will serve as an important resource for international education professionals by offering insight into the qualities of successful leaders. In addition, the findings will describe which internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization and what are perceived by CIOs to be the key challenges involved in internationalizing a campus.

Chapter 2: Literature Review

Through the literature review, this chapter addresses the internationalization of higher education and the nature of international education leadership. The first section provides an overview of internationalization including its definition, rationales, benefits, challenges and assessment methods. The second section provides an overview of key leadership theories, followed by a critical review of international education leadership and a focus on transformational leadership.

Internationalization

Internationalization is not a new concept in higher education. In various facets, internationalization has existed for over three decades and has transformed campuses across the nation (West, 2011). The term *internationalization* was first coined in the 1980s but its definition continues to be refined today (Knight, 2004; Paige & Mestenhauser, 1999; West, 2011). Knight (2004) suggests that the difficulty in defining the concept stems from numerous descriptors including globalization, trans-border, and cross-cultural and the various interpretations of these concepts. Knight's definition of internationalization is, "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education" (Knight, 1994, p.7). Drawing upon these various definitions and for the purposes of this study, *internationalization is a comprehensive system of organizational change integrating the international and intercultural dimensions of the teaching research and global engagement of the university.*

It is paramount to note that internationalization is seen as a process, not an end goal for institutions to achieve (Bartell, 2003). It is a continuous, complex process that involves the entire institution (Paige, 2005).

Ellingboe (1998) further describes the process as:

Integrating an international perspective into a college or university system. It is an on-going, future-oriented, multidimensional, interdisciplinary leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasing diverse, globally focused, ever-changing external environment (p. 199).

The manner in which institutions address the implementation of internationalization is very different because priorities, culture, history, politics and resources; and approaches can change (Bartell, 2003; Knight, 2004). Deardorff (2004) states:

By its very definition, internationalization is typically composed of more than a single element. Those elements include the following: the flow of students and scholars; the integration of international students, scholars, and returned study abroad students on U.S. campuses; international experience of faculty; internationalized curriculum; college leadership; internationalized co-curricular units and activities; global institutional linkages, offshore delivery of education; international delivery of education; international technical training, and the borderless flow of knowledge and ideas. (p. 5-6)

The concept of on-campus internationalization is not new, but gained prominence when the goals of student mobility became more organized and prevalent in higher education (Wachter, 2003). Bengt Nilsson (1999) first described this concept as Internationalization at Home (IaH) in the 1990s out of concern for the majority of students who were not able to study abroad. His work was instrumental in leading a paradigm shift from internationalization as an external function of the university to an internal process, embedded throughout the institution. Wachter

(2003) defines the process as “...an understanding of internationalization that went beyond the mobility and a strong emphasis on the teaching and learning in a culturally diverse setting” (p. 6). Knight (2004) describes IaH as “the creation of a culture or climate on campus that promotes and supports international understanding” (p. 17). Crowther et al. (2000) state:

The creation of a truly international and intercultural academic community at the institution requires conceiving the idea of the internationalization of higher education as a pro-active approach to creating conditions that will support intercultural learning for all students, domestic and international students. (p. 33)

In its original form, IaH intended to address the needs for students who did not participate in study abroad (Mestenhauser, 2006; Nilsson, 1999; West, 2011). IaH’s focus on campus initiatives has given more attention to curricular and co-curricular activities within the institution. Over time, the concept of IaH has expanded to enable and encourage the entire university community to participate in internationalization.

Institutions approach internationalization from various perspectives and abilities. As such, there is no standard approach to internationalize an institution, because the goals of each institution are unique.

Rationales for Internationalization

A review of the relevant literature in international education suggests four common rationales for internationalization: social/cultural, economic, political, and institutional (de Wit, 2002; Ellingboe, 1998; Knight, 2004; Stallman, 2006). Knight (2004) states these rationales are relevant, but the distinction between categories are

less clear; “there seems to be more blurring of the categories and, thus, perhaps less clarity on what constitutes a political or economic rationale” (p. 22). It is also important to note that these rationales can change over time and vary by institution (de Wit, 2002).

Social/cultural rationale. This rationale suggests that universities have moral obligations to internationalize for the betterment of society as a whole. Connerly and Pedersen (2005) describe this as the influence of culture in our lives and the benefits of developing multicultural awareness, knowledge and skills. Stallman (2006) adds, “This rationale defends that it is a moral imperative to internationalize toward social and cultural improvement” (p. 3). Students need to develop the critical thinking skills and intercultural competence to enable them to live and compete in the global world (Knight, 2004).

Political rationale. Internationalization at the institutional level gained prominence as an important foreign policy tool after the Cold War period and thereafter (Stallman, 2006). Most recently, the events of September 11, 2001, intensified the need to educate a new generation of culturally competent, globally conscious individuals to lead the nation into an increasingly interconnected world. The NASULGC (2004) report states, “...world security demands the exchange of ideas and individuals who understand the values of peace and democracy and can provide the critical global perspectives necessary for our shared future” (p. 2). Programs such as the National Security Education Program, a program sponsored by the U.S. government to foster increased foreign language and culture understanding, have been developed to address the need for cultural competent leaders for the future.

Economic rationale. Funding of higher education initiatives has been brought to the forefront of higher education priorities due to declining fiscal resources provided by state and federal governments. Many universities view internationalization activities as a method to generate revenue for the campus (Knight, 2004; Mestenhauser & Ellingboe, 1998). Altbach and Knight (2007) state, "...It is also difficult to calculate the impact of international activities on engaging academic institutions and firms, but again the amount is large and rapidly growing" (p. 293). International student tuition and study abroad program fees provide additional revenue for institutions and their efforts to further internationalize the campus. International strategic partnerships, such as faculty and student exchange programs and corporate relationships, can generate additional revenue and also add to the diversity and knowledge base of the university community. However, Knight (2004) cautions that responsible internationalization requires higher education institutions to think beyond recruitment strategies and revenue generation. Internationalization does require substantial resources, both human and capital, but these can be difficult to quantify (Altbach & Knight, 2007). One criticism of this rationale is that internationalization contributes to the commercialization of higher education (Knight, 2004).

Institutional rationale. The reputation and quality of higher education is analyzed and scrutinized in such reports as The Times Higher Education World University Rankings, QS World University Rankings and The Shanghai Jiaotong Academic Ranking of World Universities. Rankings have become an increasingly important gauge of a university's success and internationalization plays an important

role in this process (Knight, 2004). In the U.S., institutions have invested heavily in recruiting the best and brightest students from around the world. “Attracting the best research minds and encouraging collaborative scholarship not only benefits our national competitiveness, it also strengthens our institutions” (NASULGC, 2004). However, U.S. universities face increased competition from nations around the world. Coordinated national-level international student recruitment campaigns from higher education institutions in Australia, Canada and Great Britain have created intense competition for international student enrollment (NASULGC, 2004). A lack of a national higher education recruitment strategy has left individual institutions to coordinate and support their own recruitment efforts. Campus leaders need to allocate the appropriate resources in this area to build and enhance their institutional profiles and rankings.

Benefits of internationalization

Ellingboe (1998) highlights numerous beneficial outcomes from the internationalization and categorizes them in three areas: the university, college and individual. Internationalization is a strategy that universities can employ to build their reputations and rankings. Universities with stellar reputations and strong worldwide rankings can attract the best faculty and students from around the globe. A diverse student body adds richness to the campus environment and fosters intercultural understanding and appreciation. Strategic partnerships with other institutions and businesses will enable faculty and students to gain valuable experience and intercultural competence. At the college level, internationalizing the curriculum enables students unable to study abroad an opportunity to increase their

intercultural awareness and understanding. Faculty also benefit from re-evaluating course content and incorporating diverse, multicultural components into the curriculum. Individuals are direct beneficiaries of internationalization through efforts at the university and college level. Individuals gain knowledge and skills that enable them to compete and excel in the global marketplace.

Challenges of Internationalization

The task of undertaking a comprehensive, systems-oriented approach to internationalization has numerous challenges. Altbach and McGill Peterson (1998) articulate several major constraints on the internationalization of higher education including limited financial resources, lack of strategy on the institutional level and national level, and limited faculty involvement in the process. Institutional leadership should be responsible for addressing these issues and implementing change to alleviate the concerns. However, Paige and Mestenhauser (1999) suggest that higher education administration is “highly resistant to internationalization” (p. 500). The authors suggest that campus leaders have a myriad of other institutional concerns and underestimate the value of international activities (Paige & Mestenhauser, 1999). Another criticism suggests internationalization is limited to various academic disciplines and programs, which inhibit its prevalence elsewhere on campus (ACE, 1995).

Assessment of Internationalization

Assessment is a critical component of an institution’s internationalization plans (Paige, 2005). International leaders consequently need to assess the core educational

purposes of their international activities (West, 2011). However, many institutions fail to implement appropriate assessments (Mestenhauser & Ellingboe, 1998). de Wit (2002) states:

The key role of internationalization and its contribution to higher education is gaining more recognition around the world, in both developed and developing countries. As internationalization matures, both as a concept and as a process, it is important that institutions of higher education address the issues of quality assessment and assurance of their international dimension (p. 155).

Each institution has its own internationalization goals and priorities, and therefore it is challenging to implement a standard assessment plan for campus internationalization. Furthermore, institutions have varying resources and capabilities to carry out these plans. A survey of international education literature reveals three widely accepted internationalization assessment models: Ellingboe's (1998) Six-Factor Internationalization Assessment, Paige's (2005) Ten Performance Indicators Model and Horn, Hendel, & Fry's (2007) Ranking the International Dimension of Top Research Universities in the United States. The specific internationalization indicators for each model are outlined in the following table:

Table 1 *Overview of Internationalization Assessments*

Ellingboe's Six-Factor Internationalization Assessment (1998)	Paige's Ten Performance Indicators Model (2005)	(Horn et al., 2007) Ranking the International Dimension of Top Research Universities in the United States
College leadership	Leadership	Student characteristics
Faculty involvement in international activities	Strategic plan	Scholar characteristics
Internationalized curriculum	Internationalization plan	Research orientation
Study abroad programs	Staff support	Curricular content
Integrating international students and scholars	Curriculum	Organizational support
Internationalized co-curricular units and activities	International students and scholars	
	Study abroad	
	Faculty involvement	
	Campus programs	
	Monitoring progress	

Ellingboe's (1998) model is the result of two major research studies that identified six components of internationalization. Her definition of internationalization suggests that international components should be incorporated in a range of functions within the institution. Supporting evidence is provided for each component that can be used to measure the achievement within each area. Paige (2005) states, "five of these dimensions—faculty involvement in international activities, an internationalized curriculum, study abroad, international students and scholars, and college leadership—appear in almost all of the internationalization

documents and as such represent key components cross-nationally” (p. 104).

Paige’s model consists of ten performance categories of internationalization that are, “operational units of analysis, ways of measuring in discrete ways the performance of the institution” (Paige, 2005). The comprehensive model provides benchmarks for institutions to measure their progress towards internationalization. The performance indicators can be used as guide to create a strategic plan or gauge progress on existing internationalization efforts. This model follows the progression of internationalization from its beginning planning stages through assessment; a more comprehensive approach than Ellingboe’s model.

The Horn et al. (2007) study includes Senior International Officers (SIO) of 77 institutions. Researchers identified institutions in the Lombardi et al. (2003) report, *The Top American Universities*. At first, 87 institutions were considered, and ultimately, 77 institutions included in the study. The 77 select institutions were ranked using the results of a deductive strategy designed by the researchers to identify 19 internationalization indicators (Horn et al., 2007). The indicators were derived from Mestenhauser (2002) framework with expanded upon Ellingboe’s components. The indicators were categorized as follows: student characteristics (7 indicators), scholar characteristics (3 indicators), research orientation (3 indicators), curricular content (3 indicators), and organizational support (3 indicators). Using these criteria, Horn et al. (2007) yielded an internationalization index score for each institution.

Regardless of the model used to measure progress towards internationalization, a common characteristic of both models is that effective leadership is necessary to achieve internationalization goals.

In conclusion, the literature shows that internationalization is a complex, ongoing and multidimensional process that involved numerous stakeholders. The process of internationalization can be either linear Ellingboe (1996) or cyclical Knight (1994). The approach to internationalization can change over time due to changes in priorities, culture, history, politics and resources (Bartell, 2003; Knight, 2004). Successful internationalization requires a comprehensive strategy that is integrated throughout the institution as well as ~~Internationalization cannot succeed without~~ the support and hard work of institutional leadership. Leaders are essential to successful internationalization and play a crucial role in motivating others to become involved in the process (Ellingboe, 1998; Mestenhauser, 2002; Paige, 2005). Despite the focus on leadership, very few studies have examined the role of campus international education leaders. A gap in the literature exists in understanding effective international education leadership qualities. Further study of CIOs and their leadership qualities is an important contribution to the field of international education research.

Leadership

Leadership is a concept that has been widely studied and examined in organizations worldwide. Over time, it has become increasingly complex and difficult to define (Burns, 1978; Stallman, 2006; Stewart, 2006). Fullan (2001) states, “The more complex society gets, the more sophisticated leadership must become” (p. ix). The definition and application of leadership in the workplace will continue to evolve as necessary to respond to the needs of society (Stewart, 2006). Despite close similarities, leadership should not be confused with management. There are major

differences between management and leadership, most notably the fact that anyone can be a leader in an organization. Management involves planning, organizing and directing whereas leadership involves creating, supporting and encouraging (Northouse, 2007). According to Northouse (2007), leadership is defined as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Leaders cultivate intrinsic motivational factors to improve worker productivity (Drucker, 1993). Kouzes and Posner (1995) offer a similar definition of leadership: “...the art of mobilizing others to want to struggle for shared aspirations” (p. 30). Nahavandi (1997) offers a similar definition with the added concept of leadership effectiveness. Fullan (2001) describes effective leadership as a process that involves building relationships, instilling a moral purpose and understanding the change process. He discusses change leadership that takes into account the organization’s systems and stakeholders. More importantly, a successful leader focuses on relationships; the people directly involved in the change process (Fullan, 2001). Nahavandi’s revised definition states, “A leader is any person who influences individuals and groups within an organization, helps them establish goals, and guides them toward achievement of those goals, thereby allowing them to be effective” (2011, p. 6).

Leadership theories

A study of recent literature on leadership indicates a number of foundational theories. For example, Mestenhauser & Ellingboe (2005) refer to over 10,000 leadership studies published in the United States alone. There are four main theories

discussed in the literature that include: trait, skills, style and situational (Northouse, 2007; Nahavandi, 1997; Stogdill & Bass, 1981; Mestenhauser & Ellingboe, 2005).

The trait approach to leadership is most closely associated with the assigned form of leadership, while the process approach is an emergent style of leadership. Trait leadership asserts leaders exhibit specific traits and that leadership is inherent in the individual (Bass, 1985). Trait leadership is situational in nature; what makes a leader in one situation does not necessarily make a leader in another. This approach has been substantiated in major research studies and has been used to fend criticism of the trait approach (Northouse, 2007). Another significant characteristic of trait leadership is that it largely ignores the leader-follower relationship and focuses solely on the leader. This is indicated a strength of trait leadership, because it has allowed a more thorough examination of leadership qualities (Northouse, 2007). Critics of this approach claim that there is no standard set of leadership traits. Six major leadership traits have been identified through the bulk of trait leadership literature: intelligence, self-confidence, determination, integrity and sociability. However, the number of traits identified in comprehensive leadership literature is exhaustive (Northouse, 2007). The situational factor of trait leadership also makes it difficult to apply standards to the approach. As Northouse (2007) states, "...the situation influences leadership, and it is therefore difficult to identify a universal set of leadership traits in isolation from the context in which the leadership occurs" (p. 25). A major drawback of the trait approach is the fact that it is not conducive to professional development training. Since trait leadership is inherent by nature, "traits are largely fixed psychological structures, and this limits the value of teaching and leadership

training” (Northouse, 2007, p. 26). Overall, the trait approach to leadership helps to define essential leadership qualities but its theoretical limitations diminish its effectiveness in leadership development.

Skill leadership theory is based on learning and developing leadership skills rather than the inherent nature of trait theory. Katz (1955) was instrumental in developing this theory as an alternative to the dominant trait approach. Katz purposes that leadership can be viewed as a set of skills to be developed over time. In the skills approach, leadership skills are acquired and leaders can be trained to develop them (Northouse, 2007). Northouse (2007) refers to Katz’s three-skill approach to effective leadership: technical, human and conceptual. The model purposes that leaders possess all three skills to achieve successful leadership, although leaders may have varying levels of each skill. Based on Katz’s foundational work in skills leadership, Mumford, Zaccaro, Harding, Jacobs and Fleishman (2000) developed a skill-based model of leadership. The model consists of five components: competencies, individual qualities, leadership outcomes, career experiences and environmental influences. The skills approach is uniquely suited to assist those in hiring capacities to identify ideal leadership skills and training opportunities for staff. The strengths of the skills approach are grounded in its leader-centric position and development of effective leadership skills (Northouse, 2007). The skills approach makes leadership accessible because it is based on learned skills rather than inherent traits. Criticisms of the skills approach are based on the competencies included in the Mumford et al. (2000) model. The model combines two types of intelligences that are not typically studied in leadership research (Northouse, 2007). Another major

criticism is that the skills approach is very similar to the trait model. The skills approach identifies leadership qualities that could be considered traits.

The style theory of leadership was developed to address the inadequacies of the trait and skills approach (Mestenhauser & Ellingboe, 2005). This theory focused on the behavior of leaders and the interchange between task behavior and relationship behavior (Northouse, 2007). Two central institutions were involved in the development of this theory: Ohio State University and Michigan State University. During simultaneous studies, The Ohio State University the researchers identified two consistent leader behaviors including: initiating structure and consideration (Fleishman, 1953). At the University of Michigan, two similar factors were identified: production-centered and employee-centered leader behaviors (Katz et al., 1951). The studies concluded that these two leader behaviors were essential to leadership effectiveness. Further research inspired Blake and Mouton (1964) to develop the Managerial Grid. The grid allows leaders to plot the intersection of task-oriented versus person-oriented behavioral tendencies. The resulting intersection places the leader on a continuum of five different leadership styles: country club, produce or perish, impoverished, middle of the road, and team leadership. The Managerial Grid is one model used to interpret the style approach; it does not clearly identify what leadership style is most appropriate. The strengths of the style approach include a focus on leadership behavior rather than traits. Second, the theory has been tested and validated in numerous studies and is widely used as a training tool in major organizations (Mestenhauser & Ellingboe, 2005). Third, the style approach is based on a broad framework that describes the major components of leadership behavior

and is widely applicable across organizations (Northouse, 2007). The main weakness of this theory is its inability to identify how leadership style affects performance outcomes (Northouse, 2007).

The situational theory is based on the performance of the leader applying the appropriate leadership style (i.e. directive or supportive) in different situations. This theory shifts the focus of the leadership behavior to a reactionary position based on the particular situation. It is an approach that allows for the emergence of leadership based on interactions between individuals. The approach requires leaders to be skilled in “sophisticated diagnostic skills” to address followers’ needs and adapt the changing needs of the followers (Mestenhauser & Ellingboe, 2005, p. 39). Leaders with strong, positive relationships with their subordinates produced more positive outcomes and increased organizational effectiveness (Northouse, 2007). The major strength of the situational theory is its use in ~~major~~ organizations as a training and development tool for leaders. In addition, situational theory is practical in its application in a variety of settings (Mestenhauser & Ellingboe, 2005). Finally, situational theory has been validated by studies that have shown the positive correlation of situational theory to organizational outcomes (Northouse, 2007). Critics of situational theory have cited its discriminatory nature based on the leader and follower hierarchy (Yukl, 1999; Northouse, 2007). Questions remain about the measurement of interactions between leaders and followers and the content validity of the measurement scales. Overall, the situational approach to leadership helps to understand the relationship between leaders and followers based on their interactions.

Leadership qualities

As has been shown, an examination of the leadership literature reveals a variety of different leadership theories (Northouse, 2007; Mestenhauser & Ellingboe, 2005; Nahavandi, 1997; Stogdill & Bass, 1981). However, further examination is needed to identify what are considered effective leadership qualities (Stogdill & Bass, 1981; Fullan, 2001; Bolman & Deal, 2003; Kouzes & Posner, 1995). Nahavandi (1997) states that effective leadership is focused on outcomes, “Leaders are effective when their followers achieve their goals, can function well together, and can adapt to changing demands from external sources” (p. 16). Fullan (2001) also attests to the outcome-based assessment and states, “The role of the leader is to ensure that the organization develops relationships that help produce desirable results” (p. 68).

In the literature, there are several leadership qualities that are commonly associated with effective leadership. The first quality is the ability to create a vision for the organization. This involves: clearly communicating the goals, mission, and expectations of the organization (Fullan, 2001; Kouzes & Posner, 2003; 2002); motivating and inspiring others (Kotter, 1996; Bennis, 2003; Day & Leithwood, 2007); conveying an explicit sense of purpose and bringing people together to conquer challenges (Fullan, 2001).

The second quality of effective leadership is ability to build trust (Kouzes & Posner, 2003; 2002). As Kouzes and Posner (2002: 244) point out, “Without trust, you cannot lead.” Trust is established when leaders are compassionate and caring about their work and nurture leadership from within the organization. Kouzes and Posner (2002) further note, “When leadership is a relationship founded on trust and

confidence, people take risks, make changes, keep organizations and movement alive. Through that relationship, leaders turn their constituents into leaders themselves” (p. 19). Communication is a third quality of effective leadership (Bennis, 2003; Fullan, 2001). Northouse (2007) states, “Effective leadership occurs when the communication of leaders and subordinates is characterized by mutual trust, respect and commitment” (p. 159). In an ever-changing environment, it is be even more crucial to develop leaders who are able to create and communicate visions and strategies (Kotter, 1996).

The fourth quality of effective leadership is cultivating leadership in others. Leithwood et al (2007) state that an effective leader understands and develops people from within the organization by managing the teaching and learning program, thereby developing leaders who can themselves be involved subsequently in redesigning the organization.

In summary, similarities throughout the research on leadership qualities include creating a vision, building trust, facilitating communication, and cultivating leadership in others.

Organization and Change Leadership

To understand leadership in practice, it is important to consider the organizations in which leaders operate. Organizations are comprised of people, processes, products and services that work together to achieve a common mission and vision. An effective organizational leader is one who clearly communicates the goals, mission, and expectations of the organization (Fullan, 2001; Avolio, Bass & Jung, 1997; Senge, 2010). Fullan (2001) states, “the role of the leader is to ensure that the

organization develops relationships that help produce desirable results” (p. 68). Effective leaders are experts in understanding how the organization operates and adapts to changing external forces. Organizations must continually evolve or they will ultimately fail (Kotter, 1996). Leaders must be prepared for and carry out change practices in order for the organization to be successful (Senge, 2010). Fullan (2001) states how the role and responsibilities of leaders in the 21st century will evolve to address changing values, skills, and relationships to establish new collaborations. Collaboration is a key tenant of successful organizational culture. Kouzes & Posner (2003; 2002) state that the process of collaboration promotes building and sharing of common values, which bring people together to achieve common goals. Northouse (2007) adds that effective leaders build trust and foster collaboration with others. Leaders bring together people within an organization, and motivate and inspire them to achieve organizational goals.

Organizations are constantly changing to adapt to external realities and therefore, organization leaders must also be change leaders. Yukl (1999) states, as organizational culture changes, leaders must adapt to the change and gain new skills and knowledge to remain effective. Two common approaches to organizational change are systems and complexity theory (Amagoh, 2008). The systems theory insinuates that there are common principles and laws that can be generalized across various systems. Systems are described by Amagoh (2008) as being comprised of “subsystems whose inter-relationships and interdependence move toward equilibrium within the larger system” (p. 2). Systems theory is divided into either close or open systems. In a closed system, the organization is only considerate of internal factors

and influences, whereas an open system additionally considers external factors and influences. The open systems approach considers external factors to be crucial to organizational success (Amagoh, 2008). The twenty-first century organization is wise to employ an open systems approach due to the increasing complexity of external influences. Katz (1955) believes organizations comprise patterns of behavioral events. Amagoh (2008) states “These patterns are interdependent, cyclical, consistent over time, and must be understood in terms of their interaction with each other, and with the external environment” (p. 3). The major advantage of systems theory is its generalizability across organization types. However, this is also its major weakness, because organizations are complex organizations with multiple influencing factors.

Complexity theory addresses the major weakness in systems theory.

Complexity theory involves the interrelationship between internal and external influences on the organization. The theory purposes that as organizations become more complex, it is necessary to examine the relationships between both internal and external factors. Complexity theory differs from systems theory in that it rejects linear causality between events and effects (Amagoh, 2008). Organizations that successfully implement change are able to interpret information from the environment to adapt change. Similar to open systems, complex systems exhibit specific patterns of behavior over time (Amagoh, 2008).

There are numerous organization change models, but the most widely accepted is Kotter’s (1996) eight-step process model. Kotter’s model is an example of the systems theory of change and it can be applied to any organization type. His ~~eight-~~

step process for achieving organization change includes the following components: establishing a greater sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering others to act, creating short-term wins, consolidating gains and producing even more change, and institutionalizing new approaches in the future. By offering this step-by-step approach, Kotter's model is very accessible to for leaders. It should be noted that Kotter's model focuses on the preparation for organizational change, the steps needed to be taken in order to initiate change in an organization. There are several disadvantages to this model. First, the process assumes a linear progression through the eight steps, is prescriptive in nature, and makes it difficult to change directions once implemented (Northouse, 2007). Second, the process utilizes a top-down approach and requires adherence to the leader's vision, which can undermine employee participation in the change process (Amagoh, 2008). Third, Kotter's model is a lengthy process that may not be appropriate for implementing change for all organizations in all situations.

Lewin's change management model is another widely recognized organizational change model (Burnes, 2004). His model identifies three stages of change: unfreeze, transition, and refreeze. The first step involves preparing the organization to change by addressing challenges and mobilizing support for change. Communicating the vision for the organization is a key step in preparing individuals in the organization for change. The second step is implementing the change. This step involves challenging the status quo and encouraging others to develop new ideas and ways of doing things. Leaders implementing the change must be creative, inspire

others, and model the change. The last step in Lewin's model, refreezing, means solidifying the new organizational structure, values, norms and goals. This also means creating stability within the organization and celebrating successes. Lewin's model is relatively simplistic and applies across organization types. However, similar to Kotter's model, it assumes that organizations have a significant amount of time to implement the change (Burnes, 2004).

In conclusion, organizations are dynamic systems that contain multiple parts, which interact with one another and the environment. Systems and complexity theories represent two important ways to conceptualize organizational change. In particular, open systems and complexity theory both acknowledge the impact of internal and external factors and how these factors influence the change process. Complexity theory builds on open systems theory in that it describes the inter-relationships between internal and external factors in organizational change. Common to both systems and complexity theory is the leader responsible for implementing change.

Higher Education Change and Leadership

Higher education institutions are unique organizations involving numerous stakeholders at the local, state, national and international levels (Knight, 1997). The applicability of organizational leadership and change models must be applied with caution with respect to higher education institutions (Kezar, 2001). Businesses and universities have different motivations and goals that must be considered independently in the realm of organizational change (Mestenhauser & Ellingboe,

2005). This section describes the leadership and change approaches in higher education institutions and how these approaches influence internationalization.

Higher education institutions have distinctive cultures established through years of institutional traditions, norms, and values. Therefore, implementing change within higher education institutions has major challenges. Vaira (2004) states:

Finally, one must not forget that notwithstanding the similar historical structural and cultural features of higher education institutions, they are also embedded in a national political, regulative and governance system which shapes their structural and organizational features. This system too is challenged by globalization's new imperatives, entailing the reshaping of its role, relationships, policy-making, priorities and structure of governance related to higher education sector (p. 485).

Rapid changes in the global political economy, technology and demographic factors are forcing institutions to change. Kezar et al. (2001) identified the four main approaches to institutional change that are most appropriate for higher education: cultural, social cognition and political. Cross (2013) presents two of the same theories: cultural and social cognition, and adds a third emergent theory: learning organizations. The four institutional change theories (social cognition, political, learning organization and cultural) provide the basis for analyzing higher education change theory.

Social cognition theory attempts to address how learning occurs and the relationship between learning and change. Social cognition helps to explain how the change process occurs in organizations. In addition, it focuses on the human aspect of the change process (Cross, 2013). However, it lacks consideration of external

influence and its applicability to higher education institutions requires further studies (Cross, 2013; Kezar et al., 2001).

Political theory is based on the resulting affect of the interaction of opposing forces over time (Kezar et al., 2001). For example, as an organization changes over time, belief and value systems change. When those two systems collide, rapid change occurs (Kezar et al., 2001). Cross (2013) states, “A political approach to change establishes an integration of two opposing points of reference to create a win-win solution” (p. 551). Political approaches are often associated with higher education institutions because of the interest in overcoming barriers to fulfill interests through ongoing bargaining and compromise that foster organizational change (Cross, 2013; Bolman & Deal, 2003; Kotter, 1996). The major weakness of the theory is that does not necessarily include all individuals in the change process. The strongest advocates for change are the ones who mobilize enough support to initiative change or bargaining in the institutions, ignoring or overlooking others.

Senge’s organizational learning theory involves a long-term adaptive strategy based on five core principles: systems thinking, personal mastery, mental models, shared vision and team learning. Kezar et al. (2001) note its similarities to the teleological approach to change stating, “Learning organizations characterize managers as using systems, thinking to create change by examining interrelationships that shape system behavior, and acting in tune with larger natural and economic processes” (p. 54). The theory draws from social cognition and cultural approaches, among others, to build the foundation for organizational learning. Senge’s learning organizational theory is widely accepted and applied model of higher education

change based on its knowledge management premise (Cross, 2013; Kezar et al., 2001). Cross (2013) states the following criticism of Senge's theory, "theorists question whether strong educational leadership is compatible with the organizational learning theory" (p. 552).

Cultural change theory blends social cognition and political approaches. This theory addresses the long-term change of an institution's values, beliefs and traditions. The cultural approach describes change on a holistic level, rather than its individual parts. The approach is unique in its application because cultural change can be unintended (Kezar et al., 2001). In addition, it is a simple theory that can be applied across institutional type. A major disadvantage of this approach is that cultural change theory does not consider the multi-layered components of institutional culture and therefore makes it difficult to implement across the institution.

Many higher education institutions approach change using a modified strategy that encompasses components of each theory (Cross, 2013; Kezar et al., 2001). This allows university leaders to adapt their strategies throughout the change process. Common among each theory of institutional change is that leaders play a central role in the process. The complex nature of institutional change requires a leader who can inspire others to participate in the change process (Savicki, 2008). Transformational leadership is an appropriate theory to use for examining higher education leadership because it addresses the complexity and uncertainty of the change process (Mestenhauser & Ellingboe, 2005).

Transformational leadership

The concept of transformational leadership occupies a central place in leadership research (Burns, 2003; Northouse, 2007). Transformational leadership theory continues to gain momentum in the working world because it is a motivational approach that provides inspiration and empowerment in an uncertain economy (Northouse, 2007, p. 175). In its basic form, transformational leadership is oriented towards a system of change where followers are transformed into leaders. Northouse (2007) states, “Both leaders and followers are involved together in the leadership process” (p. 3). It focuses on the relationship between leaders and followers and the motivations that inspire transformational change in the organization, as well as their followers. Researchers offer varying operational definitions of this form of leadership. Leithwood et al. (1994) offer the following definition of transformational leadership, “...the enhancement of the individual and collective problem-solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement.” (p. 7). Northouse (2007) defines transformational leadership as, “the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (p. 176). Burns (2003) suggests, “Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). Organizations benefit from this type of leadership style because both leaders and followers are actively engaged in a mutually beneficial relationship that seeks to achieve goals and rewards. Mestenhauser (2002) adds, “In a globalized world... ‘leaders’ and ‘followers’ are interdependent...” (p. 197).

Transformational leadership within organizations fosters major change and encourages followers to become leaders of their own. Bass (1985) states, “It is leadership that is transformational that can bring about the big differences and big changes in groups, organizations and societies” (p. 17).

Educational leadership has been the focus of intensive study over time and transformational leadership has emerged as one of the most frequently studied models of school leadership (Heck & Hallinger, 1999). It is appropriate to start an examination of transformational leadership theory with James MacGregor Burns because he “sets the stage for the evolution of the concept of transformational leadership” (Stewart, 2006, p. 8). Burns' (1978, 2003) *Leadership* and subsequent expanded edition *Transforming Leadership: A New Pursuit of Happiness* focuses on the development of transformational leadership throughout history. Burns distinguishes between two distinct leadership styles: transformational and transactional. Transactional leadership in its basic form focuses on the exchange between leaders and followers. Stewart (2006) describes transactional leadership as “the intent to exchange one thing for another...” (p. 8). Leaders are influential in this situation because subordinates have a justification to follow the leaders' orders. The majority of leadership models are transactional which focus on exchanges between leaders and followers (Northouse, 2007). Burns was most concerned with the relationship between leaders and followers, and the integral role that leaders play in developing future leaders. He cautions against the over emphasis of power in leader-follower relationships. Burns (1978) states “leaders (induce) followers to act for certain goals that represent the values and motivations of both leaders and followers”

(p. 19). The motivation to obtain something of value is what prompts an individual to interact with another to achieve their goal. The hierarchal relationship between the leader and follower is clearly understood but unequal. Furthermore, transactional leadership does not “bound people together by a mutually similar purpose” (Stewart, 2006, p. 9). It is a mutually beneficial style of leadership that “seeks to satisfy higher needs, and engages the full person of the follower” (Burns, 1978, p. 4). Both the follower and leader work together to achieve a mutual goal. In the progression of leadership through management to education, it is clear that a main purpose of leaders is to develop new leaders.

Another scholar instrumental in transferring leadership to educational contexts is Bernard Bass. Bass expanded and refined Burns’ work on transformational leadership (Northouse, 2007). Although similar, Bass’ and Burns’ theories differ in that Bass’ theory suggests that leadership can be both transformational and transactional whereas Burns’ theory states that leadership can only be one or the other. In addition, Bass puts more emphasis on the follower in the leader-follower relationship (Avolio et al., 1999; Bass, 1985). Bass introduces the concept of transformational leadership in his text, *Handbook of Leadership*, in which he purports individuals can become leaders by developing specific traits and behaviors. It is these specific traits and behaviors that separates the leaders from followers and creates a “level of commitment from followers” (Stewart, 2006, p. 11). Bass also refers to transactional leadership, segmenting the concept into three dimensions: contingent-reward, management-by-exception and laissez-faire. Bass claims that leaders exhibit behaviors from both transformational and transactional leadership simultaneously.

He states the most effective leaders employ transformational leadership qualities more often than transactional leadership qualities; and that both styles can be complimentary (Stewart, 2006). Bass was instrumental in developing the Multifactor Leadership Questionnaire (MLQ), the most common tool used to measure transformational leadership.

Kenneth Leithwood's leadership research is instrumental in providing the foundation for transformational leadership in educational administration (Stewart, 2006). Leithwood et al. (1994) define transformational leadership as, "...the enhancement of the individual and collective problem-solving capacities of organizational members..." (p. 7). Their work addresses the former models of transformational leadership theory that neglected to include transactional components that were fundamental to the stability of the organization (Stewart, 2006). Leithwood et al. (1994) utilizes a version of Bass' 1985 MLQ for an evaluation of elementary, secondary and school district leaders. Their findings indicated a positive relationship between transformational and transactional leadership dimensions (Leithwood et al., 1994). The results from these studies suggest that transformational leaders are in the pursuit of three goals: helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development and helping teachers solve problems together more effectively (Stewart, 2006). The majority of Leithwood's studies took place between 1980 and 1995 and critics have stated that more current research is needed to validate the claims of his previous work (Stewart, 2006).

Avolio expands upon his work with Bass to address the lack of empirical evidence in Burns' work and to refine the Full Range of Leadership Model (Stewart,

2006). Avolio states that transformational leaders develop the same qualities and behaviors in their followers. His definition of transformational leadership is one where leaders develop their followers to become leaders of their own (Avolio et al., 1999). Research performed by Avolio suggests that transformational leadership has a moral quality that “sets the transformational approach apart from other approaches to leadership because it suggests that leadership has a moral dimension” (Northouse, 2007, p. 192). Avolio was instrumental in expanding Bass’ original four-factor Full Range Leadership Model to encompass five factors in the transformational leadership paradigm (Avolio, Bass & Jung 1997). His work leads to the separation of idealized influences (qualities and behaviors) into two separate factors based on research of charismatic leadership. Avolio et al. (1999) contend that the division was necessary to “obtain a more comprehensive evaluation of this central component to transformational leadership” (p. 444). Avolio and Bass’ collaborative work on the Full Range Leadership Model and its assessment tool, the Multifactor Leadership Questionnaire, have been the most widely used in the study of transformational leadership (Northouse, 2007).

The transformational leadership theory has become quite popular and is widely used in leadership studies; for this and other reasons, it has attracted many critics (Northouse, 2007; Stewart, 2006). A common criticism is that the theory lacks conceptual clarity (Yukl, 1999). Based on the wide range of leadership factors, the theory is difficult to contextualize (Northouse, 2007). In addition, the boundaries between factors are not clearly delineated (Antonakis, Avolio & Sivasubramaniam, 2003; Yukl, 1999). Bass (1999) acknowledges the correlation of factors, but insists

this result is only common in studies with “homogeneous samples, if short scales are used, with truncated versions of the MLQ” (p. 20). Claims have also been made that transformational leadership is a personality trait rather than behavior (Northouse, 2007). Since traits are deeply ingrained personal qualities, it would be difficult to change them. This problem goes further to suggest that transformational leadership may be a trait approach after all. However, Bass (1999) explains, “The transactional/transformational paradigm is independent conceptually from the concepts of directive versus participative leadership... although empirical correlations with them may be found to some extent” (p. 13). Another criticism is that transformational leaders put their needs and goals above those of their followers (Yukl, 1999). This position makes the leader look selfish, only concerned with one’s own needs and has the potential for abuse of power. Since leaders use influence and motivation to guide followers, there is the potential that this power could be used inappropriately for harm or maltreatment. These claims have been countered by asserting that true transformational leadership is founded in morality (Avolio et al., 1999). In addition to continued revision of the questionnaire to address the criticisms, and the MLQ assessment continues to be widely used as a measure of transformational leadership (Northouse, 2007).

In conclusion, transformational leadership is widely accepted as an appropriate model for change in higher education. It is also an appropriate theory on which to base this study of international educational leadership (Savicki, 2008). The complex nature of internationalization and the systemic change that is required to

initiate the process, takes a leader who can inspire others to participate in the change process (Savicki, 2008).

Internationalization and Leadership

Internationalization of higher education institutions in the 21st century will require skilled and experienced leaders (Paige & Mestenhauser, 1999). A clear model of international education has continued to change over time and adapt to the ever-changing nature of higher education:

As the study of school leadership is investigated through more diverse lenses and methods, new and often conflicting orientations have emerged. As more interpretative and critical models of leadership evolve and expand our epistemological views, it is imperative that we are not only aware, but also open to hearing the views of scholars from these emerging paradigms. (Stewart, 2006, p. 19)

Leadership in education at the highest level of the institution remains essential to carrying out an internationalization plan (Ellingboe, 1998). Stallman (2006) states, “Leadership and strategies are the most important elements in international education for a campus because of the long-term commitment that is required” (p. 20).

Internationalization is a continuing process and support for internationalization at the highest levels is crucial to the success of the plan (NAFSA, 2008; Paige, 2005). The NASULGC task force report (2004) states, “It is crucial that campus leaders act deliberately with respect to a set of specific challenges that virtually all institutions face: building institutional commitment, establishing a study abroad infrastructure, providing adequate resources, and ensuring clarity and accountability” (p. 3). For institutions undertaking internationalization, change is a necessary component of the plan. “Internationalization...will require substantive, transformative change at all

levels” (NASULGC, 2004, p. viii). Internationalization thus requires transformational leadership skills and knowledge.

Institutional leadership must acknowledge and support the infrastructure necessary to carry out successful internationalization plans. West (2011) states, “...Institutions need to build structures with appropriate staff and centers that can support these kinds of activities” (p. 6). Thullen & Heyl & Brownell (2002) add “Explicitly, or implicitly, all individuals within colleges and universities who have the role of leading or managing the international office ...have the responsibility of ‘internationalising’ their institutions” (p. 32). At the core of this responsibility is a senior administrator with demonstrated leadership abilities with responsibilities to direct, oversee, and sustain the internalization of the university (Isaacman & Okediji, 2006). Individuals in this position are the “institutional leader engaged in the advancement of international education” (Hoemeke et al., 2006, p. 1). The majority of literature focused on leading campus internationalization describes models of campus international and what effective leaders should know, but lacks in describing the leaders who successfully achieve comprehensive internationalization. According to Thullen & Heyl & Brownell (2002), specialized leadership is critical to the success of internalization efforts. A study by NAFSA: Association of International Educators reports on the findings of a survey of Senior International Officers. The most highly valued leadership qualities include: diplomacy, prioritizing, organization, energy/passion and communication (Lambert et al., 2007). In comparison, a 2011 report by the Association of International Education Administrators identifies the following top leadership qualities valued in SIOs: vision, energy/passion, flexibility,

creativity, and entrepreneurship (Deardorff & Kwai, 2001). West (2011) provides further description of effective international education leadership. She refers to engaging others in a shared vision for the institution, building relationships and adapting their strategies to changing institutional priorities. While these studies serve as an excellent starting point for understanding the composition of current international education leadership, but they do not offer an in-depth analysis of the factors contributing to effective leadership (Lambert et al., 2007). This study utilizes two conceptual frameworks based on effective leadership to establish a model of effective international education leadership used to examine CIO leadership.

Conceptual Model Rationale

Two conceptual frameworks are proposed as the basis for this study: Bass and Avolio's Full Range Leadership Model and Kouzes and Posner's Five Practices of Exemplary Leadership model. Expanding upon Bass' initial work on transformational leadership theory, the Full Range of Leadership Model (FRLM) was refined by Avolio, Bass & Jung (1997). Their model encompasses nine leadership factors: five transformational leadership factors, three transactional factors and one laissez-faire factor.

Table 2 *Full Range of Leadership model (Bass & Avolio, 2000)*

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Idealized Qualities	Contingent Reward Leadership	Laissez-Faire Nontransactional
Idealized Behaviors	Management by Exception (Active)	
Inspirational Motivation	Management by Exception (Passive)	
Intellectual Stimulation		
Individualized Consideration		

Founded in the FRLM, there are five factors focused on transformational leadership. The five transformational leadership factors are listed below:

1. Idealized Qualities
2. Idealized Behaviors
3. Inspirational Motivation
4. Intellectual Stimulation
5. Individualized Consideration

These five factors represent the critical components of transformational leadership and reflect years of studies and refinement to the FRLM (Avolio, Bass & Jung, 1997).

Bass (1985, 1999) and Avolio et al. (1999) agree that leaders can have both transformational and transactional leadership components, but leaders who are more effective and receive higher satisfaction from colleagues are more transformational.

Yukl (1999) states there is substantial research that suggests transformational leadership is an effective form of leadership. In addition, Stewart (2006) states that ideal leaders practice transformational leadership factors more frequently than transactional or laissez faire factors. This statement is supported by Leithwood et al. (1994) whom examined numerous studies from 1980 to 1995 demonstrate the positive correlation between transformational leadership and organizational effectiveness. Northouse (2007) states, “whereas transactional leadership results in expected outcomes, transformational leadership results in performance that goes well beyond what is expected” (p. 184). MLQ data has also confirmed the positive relationship between transformational leadership and follower achievement (Northouse, 2007; Antonakis et al., 2003). Avolio and Bass (1999) summarize over 200 MLQ studies that suggest a high correlation between transformational leadership factors, organizational effectiveness and satisfaction of colleagues. A review of relevant literature supports the theory that transformational leaders are more successful in enhancing organizational effectiveness. In the realm of higher education, this stresses the importance of having a highly qualified transformative leader to facilitate successful campus internationalization. The five transformational factors are described in greater detail below:

Idealized qualities. This factor describes the charisma of the leader. The leader is perceived as being confident and powerful, focusing on higher order ideals and ethics (Antonakis et al., 2003). Charismatic leaders inspire others to follow their vision and create transformative change (Northouse, 2007). There is a shared sense of mission and vision that gives followers motivation to carry out their

responsibilities and contribute to the organization as a whole. This factor is emphasized in Burns' earliest work when describing transformational leadership as a means to "raise the level of human conduct and ethical aspirations of both the leader and the lead, and thus it has a transforming effect on both" (Burns, 1978, p. 20).

Idealized behaviors. Idealized behavior is within the same 'idealized' category but differs slightly from idealized qualities because this factor involves the actions taken by leaders. Specifically, it refers to the influence leaders have on follower's behavior. Leaders with idealized influence are strong role models, take risks and are consistent in their actions (Bass, 1985). These leaders generally exhibit high moral and ethical conduct. Stewart (2006) states, "The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers" (p. 9).

Inspirational motivation. Inspirational leaders provide the motivation for followers to succeed in their organizations. Leaders set high expectations for followers and provide support and motivation to achieve goals. "The underlying themes of leaders who possess inspirational motivation are keeping the stated vision on course through continuous interaction and by providing the necessary direction when deemed appropriate" (Huse, 2003). They view the future with optimism and inspire others by projecting an idealized vision and goals (Antonakis et al., 2003).

Intellectual stimulation. This factor describes the necessity for leaders to provide opportunities for followers to use their intellect to find creative and

innovative solutions to problems. Effective leaders challenge and encourage others to expand their problem solving skills and contribute to the success of the organization.

Individualized consideration. This factor describes leaders who are considerate and supportive of individuals' needs. Leaders may delegate authority to help followers grow and learn (Northouse, 2007; Bass, 1999). Leaders provide support and encouragement for followers' personal and professional needs. Antonakis et al. (2003) adds that leaders further support followers by "allowing them to develop and self-actualize" (p. 265).

There is a clear connection between transformational leadership and international education leadership (Savicki, 2008). Transformation is at the core of internationalization. Transformational leadership addresses the complexity and uncertainty of the internationalization process (Mestenhauser & Ellingboe, 2005). Furthermore, a transformational leader is an advocate for change in the institution (NASULGC, 2004; Northouse, 2007). International education leaders are inherently transformative because of the need to influence others to achieve the change necessary to carry out the internationalization plan.

The second conceptual framework is Kouzes and Posner's Five Practices of Exemplary Leadership model. The practices are "common patterns of action that leaders use when functioning at their personal best to accomplish significant organizational growth" (Muscari, 2007). Kouzes and Posner (2003; 2002) assert that leaders who engage in the five practices are more likely to have a positive influence on others in the organization. What makes this leadership approach unique is that it

makes leadership accessible to anyone. Kouzes and Posner's research was based on analyzing the behavior of leaders in extraordinary successes (Northouse, 2007).

Kouzes, Posner, Biech and Ebrary (2010) state:

It's not the absence of leadership potential that inhibits the development of more leaders; it's the persistence of the myth that leadership can't be learned. This haunting myth is a far more powerful deterrent to leadership development than is the nature of the person or the basics of the leadership process (p. 340)

The five practices were defined through detailed analyses of leadership behaviors defined by leaders and followers (Northouse, 2007; Kouzes & Posner, 2002). The researchers identified five key tenants of effective leadership and two accompanying commitments for effective leadership. These are represented in the table below:

Table 3 *Five Practices of Exemplary Leaders (Kouzes & Posner, 2002)*

Practice	Commitments
Challenge the Process	Find your voice by clarifying your personal values Set the example by aligning actions with shared values
Inspiring a Shared Vision	Envision the future by imagining exciting and ennobling possibilities Enlist others in a common vision by appealing to shared experience
Enabling Others to Act	Search for opportunities by seeking innovative ways to change, grow and improve Experiment and take risks by constantly generating small wins and learning from mistakes
Modeling the Way	Foster collaboration by promoting cooperative goals and building trust Strengthen others by sharing power and discretion
Encouraging the Heart	Recognize contributions by showing appreciation for individual excellence Celebrate the values and victories by creating a spirit of community

The five factors are described in greater detail below:

Challenging the process. This factor describes leaders actively seeking opportunities to change and grow. Leaders take on risks and learn from their experiences. Addressing challenges within the organization improves the system in a way that establishes conditions conducive to continuous development (Fullan, 2001).

Inspiring a shared vision. Leaders create a vision for the organization that inspires others to achieve shared goals. This factor is highly dependent on bringing

individuals together to work collaboratively (Kotter, 1996). Fullan (2001) states, “Leaders must work through a process where others assess and come to find collective meaning and commitment to new ways” (p. 6). Setting a vision requires envisioning the future and creating an ideal image of what the organization can become.

Enabling others to act. This practice requires collaboration and trust. Exemplary leaders support and encourage others to achieve goals. “Focusing on serving the needs of others, and not one’s own builds trust in others” (Kouzes and Posner, 2002, p. 22). Leaders delegate responsibility and share power and authority for decision-making. Sharing the responsibility of change throughout the organization enables others to become actively involved in the process.

Modeling the way. Leaders need to establish credibility among followers by modeling appropriate behavior. Leader behavior establishes trust and loyalty and followers emulate the leaders’ behavior (Northouse, 2007; House, 1976). In addition, leaders need to have a clear set of values and communicate those values to others in the organization. Finally, leaders must set an example through their actions. Kouzes and Posner (2002) state, “Through their daily actions, they demonstrate their deep commitment to their beliefs and those of the organization” (p. 17).

Encouraging the heart. Effective leaders recognize the contributions of others and understand that success requires everyone working together toward a common goal. “Genuine acts of caring uplift the spirits and draw people forward” (Kouzes & Posner, 2002, p. 18). Leaders are attentive to the needs of others and celebrate victories and successes (Kotter, 1996).

The assessment tool used to study the Five Practices of Exemplary Leadership model is the Leadership Practices Inventory (LPI). The LPI is one of the most widely used leadership assessment tools (Allen & Meyer, 1997; Kouzes & Posner, 2002). The LPI has been administered to over 350,000 managers and non-managers across a variety of organizations, disciplines, and demographic backgrounds. The LPI requires individuals to respond to 30 statements, six statements for each leadership component. The LPI contains both a self and observer rating tool. The LPI has been extensively proved for internal and external validity (Allen, N.J. & Meyer, J.P., 1997; Meyer, Stanely & Herscovitch & Topolnytsky, 2002)). Kouzes and Posner's model has remained relatively unchanged since its inception in nearly two decades, which offers both advantages and weakness. The model is supported by organizations worldwide as a training and diagnostic tool for effective leadership. In addition, Kouzes and Posner (2002) incorporated over 4000 qualitative and quantitative best practices leadership surveys into the development of the LPI, further enhancing its validity. There are several criticisms of Kouzes and Posner's model. First, the model assumes that anyone in a position of authority is a leader. McCrimmon (2004) argues that leaders can be followers and vice versa. Second, critics claim that Kouzes and Posner's model presents values leadership and largely ignores thought leadership theory (McCrimmon, 2004). Third, Kouzes and Posner's model has tendencies towards soft skills, thought it may be reflective of the changing organizational leadership paradigm in the 21st century (Puccio, Mance & Murdock, 2011). Finally, Yukl (1999) states that leaders will need to develop new skills and competencies to address their current situation.

Model of Effective Leadership Qualities of Chief International Officers

Considering the similarities of the two conceptual models and extrapolating the over-lapping leadership factors, a model of effective leadership qualities was established. The concepts were developed following Ryan and Bernard's (2003) techniques to establish themes. The steps in their process include: (1) discovering themes and subthemes, (2) winnowing themes to a manageable few, (3) building hierarchies of themes or code books, and (4) linking themes into theoretical models (Ryan and Bernard, 2003). The interviews were recorded and proof-read for accuracy. Then, notations were made for repetitious phrases and categorical references linked to question topics. The recorded interviews were also played simultaneously while reading a written version to make note of transitions in conversation, which may have indicated an important topic or theme. Once the analysis phase was complete, the processing phase involved making word lists. This step involved identifying commonly referenced words and their synonyms. The word "challenge," for example, was repeated consistently among respondents and related words were used during the topical discussion. As the word list developed, the words were put into context and emergent themes were identified. Subthemes were developed after sorting major themes followed by categorizing the responses into subthemes. Themes represented commonly occurring patterns in the interviews and the subthemes focused on a specific element within the theme. The subthemes provide an important context to the interview questions. Next, the a priori themes were examined to help identify new and matching themes. The underlying concepts of the foundational theories were then considered to help identify connections

between the qualitative narrative and theoretical constructs. Ryan and Bernard (2003) call this action metacoding. Metacoding identified significant overlap in the narrative analysis and conceptual models and helped inform the development of overarching thematic categories. The following table outlines the overlapping factors of the two leadership models.

Table 4 *Model of Effective Leadership Qualities of Chief International Officers*

Model of Effective Leadership Qualities of Chief International Officers	Source Models: Common Factors	
	Transformational Leadership (Bass & Avolio, 2000)	Five Practice of Exemplary Leadership (Kouzes and Posner, 2002)
Collaboration	Idealized Behaviors (Influence)	Model the Way (Influence)
Trust	Idealized Qualities (Confidence and Trust)	Enable Others to Act (Empower)
Passion	Inspirational Motivation (Motivation)	Inspire a Shared Vision (Inspiration)
Challenge	Intellectual Stimulation (Challenge)	Challenge the Process (Challenge)
Support	Individualized Consideration (Consideration)	Encourage the Heart (Recognize Achievement)

Note: Transformational Leadership (Bass & Avolio, 2000), Five Practices of Exemplary Leadership (Kouzes and Posner, 2002)

The five qualities identified in the Model of Effective Leadership Qualities of Chief International Officers are:

1. Collaboration
2. Trust
3. Passion
4. Challenge
5. Support

Justification for the model is based on overlapping similarities in Avolio & Bass' and Kouzes and Posner's conceptual frameworks. The individual qualities of the Model of Effective Leadership Qualities of Chief International Officers and are described below.

Collaboration. Collaboration is the act of bringing people together to achieve a common purpose. Collaboration is a process of building relationships and taking action. "When leadership is a relationship founded on trust and confidence, people take risks, make changes, keep organizations and movement alive" (Kouzes & Posner, 2002, p. 19). Leaders are collaborative in their approach to influence others to achieve goals.

Trust. Trust is the sharing of authority and responsibility. Leaders must be able to clearly articulate the mission and vision with enthusiasm. Building on the enthusiasm of the leader, power and authority is delegated to others in order to create a shared sense of mission and responsibility, which enables others to take action (Antonakis et al., 2003). The result of trust is "a change in the level of commitment and the increased capacity for achieving mutual purposes" (Stewart, 2006, p. 9).

Passion. Passion reflects the deep commitment and belief that leaders have in

their work. Leaders are fully invested in achieving the organization's goals and share their enthusiasm and interest with others. Leaders involve others in setting a vision and goals for the organization. Bass (1999) states, "... (Leaders) must articulate the changes that are required...The behaviors of top leaders become symbols of the organization's new culture" (p. 16).

Challenge. Challenges are embraced by leaders and are viewed as opportunities to change and grow. Leaders encourage others to find creative solutions to problems. Kouzes et al. (2010) state that it takes determination and courage to overcome challenges and remain focused on the organization's goals.

Support. Leaders provide support by attending to the personal and professional needs of others. Transformational leaders take time to understand the values and motivations of followers and use this knowledge to empower followers to achieve goals. Furthermore, leaders reward followers for positive results and celebrate successes.

Summary

This literature review has shown that while extensive research is available about the process and implementation of campus internationalization, few studies focus on the persons tasked with facilitating the process, what their leadership qualities are, and how they are leading the internationalization process on their campuses (Knight, 2004; Lambert et al., 2007; Mestenhauser & Ellingboe, 1998; Paige, 2005). This critical lack of research represents a knowledge gap in the field of international education leadership (Mestenhauser, 2002). This study was designed to add to the knowledge base and reduce this gap by examining the leadership qualities of chief

international officers and their role in the internationalization process (Lambert et al., 2007). Second, the literature reveals that internationalization requires comprehensive institutional change and transformational leaders who can facilitate that change. Accordingly, transformational leadership has been identified as providing the appropriate conceptual foundation for the this study.

Two transformational leadership models were selected as the foundation on which to develop a CIO leadership qualities model: the Full Range Leadership Model (Avolio, Bass & Jung, 1997; Bass & Avolio, 2000) and Kouzes and Posner's (2002) Five Practices of Exemplary Leadership model. Comparing the two conceptual frameworks led to the identification of shared leadership qualities and generated a new leadership qualities model that served as the basis for the study.

The literature review provides evidence of the relationship between higher education change and transformational leadership in general, and regarding campus internationalization specifically. Based on this examination of the literature leading campus internationalization, it is apparent that more research about the chief international officer is needed. This study provides a critical analysis of CIO leadership as perceived by the leaders' themselves. In addition, this study identifies the CIOs role in internationalization and the challenges they face for internationalizing a campus.

Chapter 3: Research Methods and Procedures

The purpose of this study is to examine the leadership qualities of chief international officers associated with internationalizing the campus at selected institutions of higher education.

The central research question in this study is:

1. What leadership qualities are perceived by CIOs to be the most effective for leading campus internationalization?

Two related questions are also addressed in the study:

2. What internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization?
3. What are perceived by CIOs to be the key challenges involved in internationalizing a campus?

This chapter outlines the guiding research methodology and specific research method used in the study, and provides a description of the research design process.

In addition, this chapter outlines the data collection and analysis process.

Furthermore, the limitations of the study are outlined.

Research Methodology

A qualitative research methodology was used in this study to gain a greater understanding of the individual in the CIO role. Creswell (2008) provides a detailed rationale for using a qualitative research methodology in studies. He suggests that qualitative research is most appropriate when the research question starts with a *how*

or a *what*, there is a need for a detailed examination of the topic, the need to study individuals in their natural setting, *and* the desire for a neutral observer to present the information gained from participants. Patton (2002) describes qualitative research as multifaceted, emergent and interpretative. He states that qualitative research offers multiple strategies of inquiry which allow for more breadth and depth of interpretation. Creswell (2008) outlines two assumptions crucial to conducting qualitative research. First, qualitative research explores a particular phenomenon. Second, the qualitative inquiry process leads the researcher to a greater understanding of the phenomena. In utilizing the inductive approach central to qualitative research methodology, data are gathered that allow the researcher to generate themes and formulate conclusions (Neuman, 2003). The qualitative approach to research stands in contrast to the hypothesis-testing model used in many quantitative studies (Patton, 2002). A distinctive feature of qualitative research is the level of involvement of the individual researcher and personal interaction with research subjects (Neuman, 2003). Involving a limited number of subjects in the research study also adds depth to the data collected. This allows the researcher to explore the research phenomenon in greater detail. Creswell (2008) adds that qualitative research is best suited to research on processes and events and avoids value judgments and contexts. Qualitative research can be used to develop insights into processes and outcomes (Creswell, 2009). Qualitative research involves a broad exploration of the research phenomenon. Qualitative research is not limited to an examination of variables, but instead achieves a broad exploration of a research phenomenon (Merriam, 2009; Creswell, 2008). While qualitative research has strengths, it also has several

weaknesses. The main criticism of qualitative research is the researcher's ability to establish the standards or interpretation within various perspectives (Creswell, 2008; Creswell, 2009). Furthermore, the inductive nature of qualitative research cannot implicitly be used to externally validate theories (Merriam, 2009). However, having a theoretical foundation upon which to base the analysis is important to guide the researcher in the data collection stage and frame the final analysis (Mullen, 2011).

There is a significant body of literature focused on qualitative research methods. However, several notable authors suggest that there are three most common forms of qualitative research: observation, interviews, and focus groups (Creswell, 2008; Creswell, 2009; Merriam, 2009; Patton, 2002). Participant observations are generally used for collecting data in natural settings. The research involves an indirect approach to data collection. Observation can serve to validate other types of qualitative research methods (Merriam, 2009). Typical techniques for observation include written descriptions, video recordings, photographs or documentation. Interviews are used to collect data on a particular subject or phenomenon (Patton, 2002). Interviews allow for flexibility through semi-structured or open-ended questioning. These formats allow the researcher to collect more in-depth information on a particular topic by reframing the questioning as the interview progresses. Focus groups involve collecting data from groups of individuals. Focus groups are efficient ways to collect data because more data can be collected in a shorter period of time; group interaction allows for greater depth of responses and individuals can share common characteristics related to the topic of investigation. The qualitative approach serves as an appropriate model of inquiry in this study for a variety of

reasons. Based on this study's research focus, the qualitative approach was best suited to this research. These assumptions supported the use of the qualitative method in this study of CIO leadership qualities.

Research Method, Data Collection, and Rationale

Qualitative research can be performed in a variety of ways including purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings (Creswell, 2008). This study incorporated semi-structured interviews to gather data for analysis. Semi-structured interviews are used to elicit detailed responses to the research questions and allow the researcher to respond to emerging themes and ideas (Merriam, 2009). The interview questions were adapted from Ellingboe's (1998) case study of internationalization at the University of Minnesota. The interviews involved structured questioning and limited open-ended questions to encourage a multitude of opinions (Creswell, 2009). The semi-structured format was preferred in this case to allow for more detailed responses to questions from the researcher. The researcher used a standard set of questions that was administered to each participant (see Appendix C). The main goal of the interviews was to identify themes related to leadership and internationalization.

Population

The population for this study included chief international officers of 77 institutions identified in the Horn et al. (2007) study, *Ranking the International Dimension of Top Research Universities in the United States*. Those researchers

elected to consider institutions included in the Lombardi et al. (2003) report, *The Top American Universities*. The 77 select institutions were rank ordered based on 19 internationalization indicators that had been identified and weighted by a panel of experts (Horn et al., 2007).

Sample

Creswell (2009), states that purposeful sampling in qualitative research involves the intentional selection of the individuals. Of the various approaches to purposeful sampling, criterion sampling and homogeneous sampling were used in this study. Criterion sampling involves selecting cases that meet some predetermined criteria of importance (Patton, 2002). In this study, only institutions identified by the Carnegie Classification of Higher Education Institutions™ as comprehensive doctoral universities with medical and veterinarian schools were included in the study. These institutions are defined as: award research doctorate degrees in the humanities, social sciences, and STEM fields, as well as in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health professions or in fields such as business, education, engineering, law, public policy, or social work. Based on this classification, the original list of 77 institutions was narrowed to include 42 institutions. A list of the 42 institutions is included in Appendix D.

The rationale for selecting only this type of institution for this study was three-fold. First, it allowed the researcher to present results that are specific to one category of institution and can be used for a basis of comparison to other institution types. Second, each of the institutions considered for this study had a central office dedicated to international activities that allowed for easier identification of the study

participant. Third, the breadth of programs and services offered at the institutions allowed for a rich and extensive discussion of how internationalization operates within a comprehensive and complex institutional setting. The unique characteristics of the institutions supported their selection as defined by criterion sampling.

Homogenous sampling is used to provide a detailed description of a particular group (Patton, 2002). It involves the selection of individuals who possess a similar characteristic (Creswell, Plano, Gutmann & Hanson, 2003). Ten chief international officers were the participants included in this study. The CIO is the individual at the highest level of institutional leadership leading a unit dedicated to internationalizing the broad scope of the institution's programs and activities. The CIOs in this study served in their CIO role for a minimum of five years, between 2002 and 2007. This specific time period was considered because it correlated with the Horn et al. (2007) study of campus internationalization rankings. It was determined by the researcher that a minimum of five years in the CIO role was necessary to have a direct impact on the level of campus internationalization. Based on the criteria identified above, a request was sent to each institution's provost office to request the identity of the individual who served in the CIO role. Upon receiving the responses, an attempt was made to contact each SIO by email or telephone with a request to participate in the interview.

Pilot study

A pilot study was conducted to pretest the interview questions. Creswell et al. (2003) and Neuman (2003) consider this an important step to improve researcher confidence, clarify research questions and modify techniques. The pilot study

consisted of performing the interview protocol and administering the questionnaire to two currently employed CIOs at two institutions identified in the sample. Interviewee responses were recorded and transcribed. Feedback was requested from the interviewees based on the interview questions. Several questions were re-worded and re-organized into the appropriate topical category.

Data Acquisition

Initial solicitation of subjects to participate in the interviews was distributed electronically via email to the CIOs. The process for managing participant solicitations was as follows: An email solicitation to participate in the study was sent containing the following items: a description of the scope, purpose, and proposed use of the study; an outline of the terms of participation; and informed consent and contact information for the researcher for anyone who wanted further information. Each recipient was asked to respond directly to the researcher to confirm participation in the interview. After receiving an initial reply, the researcher provided the informed consent form, interview format and study duration, and a request to schedule an interview date and time. Consent was given verbally to the researcher immediately prior to the interview. The interviews were scheduled according to the availability and willingness of each participant, over a two-month period. One week prior to the interview, the researcher sent the interviewee the research questions in advance for review. A reminder of the interview date and time was sent by email to the interviewee 24 hours prior to the interview. Due to scheduling constraints and geographic location, the interviews were completed using a variety of methods including face-to-face, telephone and Skype. The initial email solicitation was sent to

all CIOs for whom an email address was known. Of the total potential sample of 42 CIOs, an initial list of email contact information was known for 33 individuals. Several emails turned out to be either inactive or incorrect. A total of 27 emails were sent for which the researcher did not receive an error message. From the 27 solicitations, 20 replies were received and 13 interviews were confirmed. Of the 13 scheduled interviews, 10 were completed. Of the 10 completed interviews, two were conducted through Skype, four were conducted in person and four were conducted by telephone. The interviews were conducted using a semi-structured format allowing for open-ended responses to the interview questions. The interviews lasted for approximately 75 minutes in length. With permission from the CIOs, all interviews were recorded and then later transcribed. Approximately fifteen hours of conversation was recorded and transcribed. All information was kept on a password-protected laptop with access only to the researcher. The data file that linked respondent names to participant numbers was password protected and/or stored in a locked file cabinet. Each participant was assigned a unique code beginning with the acronym CIO and ending with a sequential numerical identifier. Therefore, codes included CIO1, CIO2, CIO3, CIO4, CIO5, CIO6, CIO7, CIO8, CIO9 and CIO10.

The number after each code indicated the sequence of interviews. Only participant code identifies all working files of data. All email communications were conducted on an individual basis.

Data Analysis

In the analysis phase, qualitative data collected through interviews was quantified by using codes and themes following an inductive, grounded theory

approach and then connected to a priori concepts. The qualitative data analysis phase involved several steps.

First, data were organized so that the researcher could begin to review and interpret the interview data. Transcribed information was confirmed through taped recordings of the interviews and clarification was requested from the CIO if needed. Then, notations were made for repetitious words, phrases and categorical references linked to question topics. Repetition is one way to identify themes in the material being examined (Creswell, 2009; Krueger & Casey, 2009; Ryan & Bernard, 2003). The recorded interviews were also played simultaneously while reading the transcript to make note of pauses in conversations, changes in voice or tone, or particular phrases that can represent different topics and indicate specific themes (Ryan & Bernard, 2003). With a semi-structured interview format, it may be easier for the researcher to identify these themes in the conversation.

Second, data were arranged into thematic categories. Creswell (2009) refers to this step as coding the data. Ryan & Bernard (2003) suggest that themes develop from two sources: from the data (an inductive approach) and the researcher's prior theoretical understanding (an a priori approach). In this study, an inductive approach was used first followed by the a priori approach. Krueger & Casey (2009) claim the most important factor in identifying themes is extensiveness. The extent to which a particular topic or phrase is mentioned in conversation by the interviewees can be used to identify specific themes. This processing phase involved making word lists by identifying commonly referenced words and their synonyms. Word frequencies of 20 or higher from the ten respondents were identified for further analysis. As the

word list developed, the words were put into context and additional emergent themes and subthemes were identified. Then, the a priori themes were examined to help identify new and matching themes. The a priori concepts were established primarily from the literature review on leadership and higher education change and the researcher's experience in the field of international education. The researcher is an experienced international education professional with approximately 12 years in the field. The professional body of literature in international education also provided foundational knowledge for developing the concepts. The underlying concepts of the foundational theories were considered to help identify connections between the qualitative narrative and conceptual constructs. Ryan and Bernard (2003) call this action metacoding. Metacoding identified significant overlap in the narrative analysis and conceptual models and helped inform the development of overarching thematic categories.

Third, the researcher developed an interpretation of the data. This step required the data to be presented in a written narrative combined with visual interpretations including graphs and tables (Creswell, 2009). The results were interpreted compared to the initial literature review and present further questions for study. Similar to statistical significance as determined in a quantitative analysis, qualitative reliability testing can be employed to ensure the accuracy of the findings. The researcher can double-check interview transcripts, coding mechanisms and member checking for accuracy of data findings.

Limitations

There were several limitations to the research methods proposed in this study. First, the study sample of CIOs was limited to 10 participants and therefore, results should not be generalized. Analysis of the sample group will establish benchmark data for aspiring leaders in the field of international education. Second, a lack of long-term study data on leadership behavior in international education further limits the study's results. Data collected in this study is a current snapshot of the field in its earliest stages of development. Future studies are an important compliment to gauge the validity of this study's results. Third, this study applies transformational leadership framework as the lens examine international education leadership. Numerous other leadership frameworks exist, but transformational leadership theory was the most appropriate framework to use after a thorough review of literature on the topic.

Summary

In conclusion, the qualitative research methodology and design presented in this chapter provides the basis for analysis of data presented in the following chapter. The inductive approach was used to formulate conclusions from the data gathered and support the conceptual framework for the study. The purpose of the study was to examine the perceived leadership qualities of chief international officers at selected institutions of higher education. Results gained from the study provide an important baseline for further examination of the CIO role at institutions across the United States. Higher education institution leaders, in particular, will gain greater understanding of the qualities of successful internationalization leaders and how the CIO role influences the process of campus.

Chapter 4: Results

This chapter comprises the results of the qualitative study of chief international officers. Interviews were conducted with ten chief international officers at institutions from across the United States to identify key leadership qualities, perspectives on internationalization and factors affecting campus internationalization. A qualitative research methodology was used in this study in order to gain a greater understanding of the individual in the CIO role. The study utilized an inductive approach, allowing the researcher to formulate conclusions from the data (Neuman, 2003).

The following research question is addressed in the results section:

1. What leadership qualities are perceived to be the most effective for leading campus internationalization?

Two related questions were also addressed:

2. What internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization?
3. What are perceived by CIOs to be the key challenges involved in internationalizing a campus?

The first section of this chapter begins with an overview of demographic characteristics of the study participants. The second section details the qualities identified in the Model of Effective Leadership Qualities of Chief International Officers described in Chapter 2. In addition, the second section includes a discussion

of the additional qualities of effective chief international officer leadership. The third section provides an analysis of the related research questions.

Demographics

Studies of chief international officers are limited, but reveal important information about the demographic composition of individuals employed in the position. Hoemeke et al. (2006) suggest the average CIO is:

...probably a white male with at least some gray hair. He has been involved with higher education more than twenty years, but has worked as a CIEA for only ten or fewer years. He has earned a doctoral degree in and holds academic rank at the associate professor or professor level. He most likely has studied the humanities or social sciences, with some likelihood that he changed to education for the terminal degree (p. 17).

The results of this study indicate that the Hoemeke et al. (2006) description reflects a profile of similar individuals in the CIO position included in this study. Five questions were posed to participants to gather demographic information. The five questions are listed below:

1. How many years have (did) you worked (work) at [subject's institution]?
 - a. How many years have (did) you worked (work) as the CIO?
2. How many years have you worked in higher education in total?
3. What is your educational background (i.e., degrees)?
4. What other positions have you been employed in higher education?
 - a. How did these other positions help prepare you for your CIO role?
5. When you started in higher education, was your goal to become a CIO?
 - a. If not, what were the key experiences that lead you to the position?

The participants, in general, were well experienced having worked an average of 26.9 years in higher education. Time employed in higher education ranged from 30-41 years. Seventy percent of participants held doctoral degrees and fifty percent were tenured faculty members at their institutions. Participants worked an average of 16.4 years at their institutions and were employed for the CIO role for an average of 9.1 years. Time employed in the CIO role ranged from six to 15 years. Six participants obtained the CIO role directly from another administrative position while four participants obtained the CIO role from a faculty position. Of the participants with doctoral degrees, 50% of the degrees were from the Sociology/Anthropology field. Participants were employed in numerous previous positions including Student Advisors, Assistant Directors, Associate Directors, Professors (adjunct, assistant, associate, full) Department Chairs, Deans, and Vice-Provost. All of the participants said they not intend to become a CIO. This information presents an overview of individuals in the CIO role, but due to the limited sample size, results should not be generalized. However, this information provides a baseline for understanding the education and experience of individuals in the CIO role. The following table depicts select demographic characteristics of study participants:

Table 5 *Select demographic characteristics of study participants*

Gender	Average number of years working at institution	Average number of years working as CIO	Average number of years working in higher education	Percentage of CIOs with doctoral degrees
Male 60% Female 40%	16.4	9.1	26.9	70%

Analysis of Identified Qualities

The second section of this chapter details the qualities identified in the Model of Effective Leadership Qualities of Chief International Officers described in Chapter 2. In addition, the second section includes a discussion of the additional qualities of effective chief international officer leadership.

The five qualities are:

1. Collaboration
2. Trust
3. Passion
4. Challenge
5. Support

There were two qualities that were discovered in the interviews and not included in the Model of Effective Leadership Qualities of Chief International Officers. These two qualities are:

1. Respect

2. Knowledge

Figure 1 depicts the conceptual model and the additional qualities of chief international officer leadership.



Figure 1 Seven Qualities of Effective Chief International Officer Leadership

Analysis of participant interviews indicated seven major qualities of effective leadership. Five qualities matched the Model of Effective Leadership Qualities of Chief International Officers and two additional qualities were identified through the analysis. The five matching qualities included: collaboration, trust, passion, challenge and support. The two additional qualities were: respect and knowledge. An outlier quality, ethics, was discovered during the analysis. Ethics was an outlier quality because it was not mentioned by all interview participants but has significant

relevance and importance to leadership in international education.

The qualities with word frequencies of 20 or higher from the ten respondents were further analyzed and summarized in the discussion in this section. Related and synonymous words discovered during coding were added to the word frequency count to represent the total number of references to a particular quality. It is important to note that frequency does not indicate priority. Frequency identifies common keywords and repeated ideas. More salient themes are identified through content analysis. Table 6 shows the number of word frequencies of major qualities discovered during the data analysis.

Table 6 *Major Qualities Identified from Coded Interviews*

Major Quality	Sources	Word Frequency
Collaboration	10	67
Challenge	10	56
Knowledge	10	53
Passion	10	34
Trust	10	29
Support	10	26
Respect	7	21

Collaboration

Collaboration was the most commonly referenced term in the participant interviews as one of the key qualities of effective leadership. Participants were clear in their responses that collaboration was instrumental in implementing comprehensive

internationalization. Related and synonymous words in this analysis included: collaboration, coalition, team building, relationship, partnership and assemble. There were a number of sub-themes related to collaboration that are included in this discussion. Sub-themes included: building collaborations, collaborating across disciplines and units, support staff and collaborations with faculty.

Building collaborations. Several participants noted that one of the first steps they took in the CIO role was to build relationships with individuals across campus. This process involved learning about peoples' attitudes towards internationalization, actively listening to peoples' concerns and questions about the internationalization process and facilitating discussions on creating a vision for internationalization. Since internationalization by definition is a comprehensive, systematic process, it requires more than just the leaders' participation (CIO3).

Building coalitions is critical. Leadership is a partnership and so that is where listening, consulting and being transparent and building those coalitions and partnerships are absolutely essential to your success. (CIO3)

Several participants said listening to the needs, concerns and ideas of their colleagues as being just as important as putting actions in motions.

...I like to generate a vision and goals both from my own mind and more importantly from conversations and collaborations. And so I really like to take the time to get the right groups of people together and talk about what do we want to do and why do we want to do it? (CIO2)

Many participants' comments related to collaboration were focused on creating a mission and vision for the institution.

Collaborating across disciplines and units. Collaborating across disciplines and units was a very important aspect of the CIOs work, especially for those leaders whose offices were decentralized in the institution. Participants who worked with a decentralized structure said that a major challenge was coordinating communication and efforts across international units while at the same time sharing their vision and mission for internationalization to the larger campus. Regardless of administrative structure, participants noted it was important to establish strong relationships with others in the various disciplines and units.

The team building, the collaborative characteristics are critical because for internationalization to work, as we now understand it as a very broad and comprehensive way, you really have to have a lot of different constituencies across campus engaged in the work. (CIO2)

Participants said that it was also important to understand the various needs and desires of different stakeholders on campus including administration, faculty, staff and students. Participants said that CIOs need to understand how various stakeholders work together and what structures and policies are in place to support or oppose internationalization.

...this is really about understanding group dynamics, how groups work, studying how people interact, partnerships, relationships... (CIO5)

One participant mentioned the challenge of balancing campus-wide participation in planning efforts and maintaining momentum to develop a plan. He noted that too often internationalization is just one of a number of strategic priorities and people get disenfranchised by participating because they never feel like they are being heard or taken seriously (CIO6). However, this challenge also offered opportunity for

internationalization. One participant noted that she was able to incorporate internationalization vision and goals during the institution's strategic planning process (CIO4). Several participants also mentioned it was important to others that internationalization was not seen as a top-down initiative, but rather a multi-level approach across the institution. The initiative can begin from the top, but the implementation has to start from the bottom (CIO8). Participants referred to this as the ability to work horizontally and vertically at the same time (CIO2, CIO4). Leaders need to have support for their efforts both at the top level of administration and from students, staff and faculty.

Support Staff. It was important to CIOs that they hired the best staff to work with them. Staffing was mentioned by all participants as an important aspect of their success as a leader. As one participant noted,

Internationalization is not a job that can be done by one person alone. (CIO7)

Participants noted that international offices are generally understaffed and overworked. Therefore, an important aspect of their first few years on the job was to assess the staffing for internationalization and advocate for additional staffing wherever needed.

Sometimes the best-laid plans were undone by inadequate staffing (CIO3).

A major challenge for CIOs was to advocate for staffing with limited or no budget for administrative needs. One participant noted that he had no budget for hiring employees, and that all human resource requests needed to be included in the individual unit budget or requested from the President's Office (CIO5). Because of

this challenge, staffing decisions were often delayed or denied, making it very difficult to advance internationalization efforts. For those participants who were able to successfully advocate and fulfill their staffing needs, it was important to establish good communication and teamwork within the various international units. One participant noted the following about effective leadership,

It is the ability to assemble good teams and encourage teamwork and get people working collaboratively with each other that is a key leadership quality. (CIO2)

Participants in the CIO role had a wide variety of international activities to oversee, making it even more important for their staff to manage day-to-day operations of the office. Participants stated that having a competent and organized staff enabled them to delegate responsibilities allowing the leaders to focus on more important issues.

Individuals in the CIO role have to make a lot of choices because they can't do everything and that is very having a competent staff helps you as a leader (CIO8).

I like to surround myself with a very competent support team. And not to look over their shoulders every moment, but to give them considerable room to run. (CIO5)

Several participants noted that they liked to hire staff that complimented their strengths and weaknesses as a leader.

I try to really find people who fill in the gaps of my own strengths, my weaknesses, what can they bring that I don't have? (CIO8)

Part of my success has been hiring what I think is the best person for the position. And then get out of their way and protect them... (CIO7)

One participant noted that one of the major challenges of the CIO role is that in many institutions the functions of the CIOs job was carried out in a variety of units across

campus. Coordinating the efforts of multiple offices and staff requires excellent communication and a collaborative approach to leadership.

...each has their claim to this work already and you're trying to consolidate it and provide a more coordinated effort. So you need support from administration to adequately support and adequately force the staff in to the office. (CIO1)

We have a very decentralized, it's not even an appropriate word, diffuse approach to internationalization here...Because we are so diffuse, one of the things I have to do is facilitate and collaborate and partner with a leadership style that is really collaborative, that is how things are going to happen. (CIO8)

Collaborations with faculty. All participants mentioned the importance of building successful relationships with faculty members. Faculty members were viewed as core to the institution's efforts to internationalize the campus.

I would start by mentioning getting faculty to buy in and get involved. Too often and this is not just for international leaders on campus, but other administrators, we want things to move quickly and there is a tendency not to include faculty and students – the major constituents at the university, in the process. (CIO9)

Working with faculty is a huge part of what I do. Faculty come from a variety of different places, both academically and in terms of their own backgrounds. (CIO6)

I really think in a CIO position, you have to have faculty champions for everything you're doing. (CIO8)

Discussing the faculty role in internationalization prompted several of the tenured faculty members to reflect on their experience as a professor and the credibility it lent them especially when working with faculty.

I think that type of training as a scholar, my particular field of sociology has helped me as a leader whether it is dealing with other deans, whether it is working with faculty to get their buy-in or representing our university around the world in terms of building relationships. (CIO5)

I know there are CIOs who don't have faculty positions, but I think there is value in being a faculty member who taught international courses or courses with an international dimension. I do courses and international research myself and knowing the faculty mindset from having been a faculty member has been very helpful. (CIO8)

The majority of participants thought that to be a CIO at a major research university, it was paramount that the individual have prior experience as a faculty member. Ideally, these participants suggested, the CIO would be a tenured faculty member. There were several reasons why participants thought this was important, but the most common response was that it gave credibility to your internationalization efforts with other faculty members.

Challenge

The discussion related to challenge was focused both on the challenges that CIOs face in internationalizing the campus and challenging others to find creative solutions to problems. The third research question in this study is directly related to challenges in internationalizing the campus, therefore, responses in this section are limited to challenging others to internationalize. The responses involving challenging others occasionally lead to discussions on how to support others. However, the responses were distinct enough in context to be included as separate qualities.

Related and synonymous words in this analysis included: test, differ, oppose, conflict, fight, argue and compete. Antonyms were also considered in this analysis,

but were not included in the word frequency count. Relevant antonyms included support, answer, and solution.

Participants said they spent a considerable amount of time mediating conflict stemming from internationalization efforts. CIOs are often put in a position and that requires them to carry-out a directive that is supported by senior administration but struggles to gain traction from the faculty and staff (CIO9). CIOs must be skilled communicators and mediators in order to gain the support necessary to carry-out the internationalization plan.

You have to have the ability to mediate conflict and differing opinions and find common ground because you will have a lot of differing opinions. (CIO2)

Several participants noted that they were able to avoid conflict by appealing to the needs and interests of their stakeholders depending on their needs and wants.

Deans for example, are very different creatures than staff. They are driven by specific outcomes and therefore you have to be able to appeal to their needs differently than a staff person. You need to be a skilled negotiator and always keep the international priorities at the forefront. (CIO5)

Participants described the task of challenging others to internationalize as achieving a common goal. Despite the issues of “turf wars” (CIO3) and related issues of central planning and resource allocation, CIOs connect the international mission to the primary goals of the institution (CIO1).

Knowledge

Knowledge was not a quality that was included in the Model of Effective Leadership Qualities of Chief International Officers. It ranked second in the word

frequency count therefore making it an important additional quality to include in the discussion. Participants consistently noted that CIOs are looked at as experts in all areas of campus internationalization and therefore needed a well-rounded understanding of a variety of academic areas. Related and synonymous words in this analysis included: understanding, informed, comprehension, expertise, intelligence and wisdom. Through analysis of the knowledge theme, several sub themes appeared. Sub-themes included: knowledge of higher education, knowledge of the institution, knowledge of internationalization, knowledge of oneself and continuous learning.

Knowledge of higher education. The field of higher education is constantly changing. In order to be successful, leaders must keep abreast of the changes taking place. Because international education leaders need to work across disciplines and units within the institution, it is important for CIOs to have an understanding of the issues affecting these areas. Armed with this knowledge, leaders can tailor their internationalization efforts to the needs of the specific areas.

You have to have knowledge about higher education in general to have credibility with everyone else on campus. (CIO4)

Several participants discussed the nature of academia and role of the faculty in the institution. More specifically, participants discussed how faculty research is founded upon inquiry and critique that forms the basis of knowledge development. This knowledge is critical in understanding how higher education works. As one participant noted, “Knowledge is currency in higher education” (CIO8).

A common point of discussion among participants related to higher education was the impact of state level politics. Participants referred to several different state policies that created barriers to carrying out internationalization plans. Participants touted organizations such as NAFSA: Association of International Educators, as strong allies to advocate for their efforts on the national and state level. Others said that lobbying state administrators and consistently sharing their international mission and vision to senior administration as being helpful in addressing prohibitive policies and procedures.

Knowledge of the institution. Participants noted that it was very important for CIOs to have significant knowledge of the institution. Each institution has its own mission, visions and traditions. Understanding the core principles upon which the institution operates helps leaders to succeed.

You have got to know what you are doing – knowing about the institution, the field of higher education and the field of international education. It is a constantly changing landscape and you better keep on top of it. (CIO4)

Participants said it was important to establish strong relationships with other senior administrators to support the international agenda. President and Provost level support is crucial to the success of the internationalization plan. Several CIOs were able to align their internationalization efforts with the institution's strategic plan. This strengthens the appeal and legitimacy of internationalization efforts (CIO5).

CIOs are wise to align internationalization efforts with the university's strategic plan, which requires knowledge about the institution's visions and goals (CIO10).

In addition to general knowledge about the institution, participants said it was crucial to understand the various policies and procedures that structure university operations. Having a clear understanding of the limitations of various operations can help to develop recommendations and plans for implementing change related to internationalization. For example, one participant spoke about his institution's faculty tenure and promotion rules. Any type of international service or activity beyond publishing in an international journal was not included in the tenure and promotion review. Therefore, there was no incentive for faculty to participate in international activities on campus. Understanding the limitation of this institution's tenure and promotion rules was critical for the CIO to advocate for the inclusion of international activity and service.

Knowledge of internationalization. Not only do CIOs need to have a general knowledge of higher education and their institutions, but they must also have knowledge of best practices and trends in internationalization. CIOs serve as the campus expert in all things international, and they are expected to diffuse that knowledge throughout campus (CIO3). Unfortunately, many CIOs said that there is a major lack of understanding about internationalization in general. With turnover in positions, participants said that educating individuals in the institution about internationalization was a continual process.

First, a major challenge is getting people to understand the nature of internationalization. People have so many different definitions and inclinations about what it means. So, people's understanding is one of the key challenges and second it is the value associated with internationalization. People want to know, what value will this give to my program or unit? (CIO6)

There is a lot of confusion right now over what internationalization means on our campus...I struggle to get people to understand that internationalization is more than just increasing international student enrollment. (CIO7)

Creating understanding, sharing knowledge and educating others about internationalization is a top priority for CIOs. Through conversation, collaboration, and a shared sense of mission and vision, the CIO can begin to implement internationalization. To keep abreast of the latest developments in the field of international education, CIOs seek out opportunities to increase their knowledge and experience. Participants cited a variety of professional development opportunities they participated in to advance their knowledge of the field. These opportunities included serving in national organizations such as NAFSA and AIEA, serving as consultants or reviewers for other institution's internationalization plans, participating in American Council on Education development programs and contributing to the research of pertinent issues in the field. In addition, several participants authored books, chapters in books or articles related to internationalization for major research publications. Finally, it was interesting to note that many participants had already been interviewed numerous times by rising professionals or masters/doctoral students interested in learning more about international education leadership. All of these activities helped to advance participants' knowledge about the field of international education.

Knowledge of oneself. CIOs are expected to represent and promote the international aspirations of their institution. Therefore, it is important for CIOs to understand their role and how that role fits into the larger institution.

...leadership requires you not be a lone wolf; rather, leadership within an academic sense requires you not to be a lone wolf which we all were as faculty being a lone wolf doing our research but now rather to operate within the institutional setting and to know how that institution works and what the strengths and limitations are and how decisions are made and who gets to make those decisions, how funding is allocated. You really have to understand yourself within the institutional context. (CIO2)

Being a CIO requires not only a deep understanding of international education, but also a broad knowledge of the other major issues affecting higher education and within the institution.

If you want to be a CIO, you have to be as informed as possible so that is part of a leadership quality. You have to be up on the literature, you have to know what are the best practices, be engaged in institutional conversations, about internationalization so that you can then bring that to your institution. (CIO2)

Participants also noted that the CIO role is often a 24/7 responsibility and it was important to take time away from work to focus on personal needs and family. Due to the nature of CIO work, these individuals often spend many weeks traveling abroad for business purposes. It can make it difficult to maintain a balance between personal and professional responsibilities.

It's important to make sure your own needs are being met. Because we do so much travel, so many meetings, so many miles on our feet, we can get worn down quite quickly. You need to make sure that you're taking time for yourself, for your family; so you can re-energize yourself. (CIO10)

One participant noted that knowledge of oneself also included knowing your own limitations. Setting clear expectations with supervisors and family members is equally important to maintaining a personal/professional life balance.

Continuous learning. Participants stated that overall knowledge of higher education, institutions, internationalization and ones' position in the institution was important to

leadership success. In addition, several participants noted that continuous learning helped them stay relevant and informed about new developments in the field and beyond.

And as soon as you are comfortable that you are going to learn something, that you don't know it all, that is okay because of how you present yourself, that we are learning this together. And there are things that each of us know and there are things that each of us doesn't know and we're going to work together so that we can trade that information and do more. I think I've really come to recognize that the best leadership is those who present themselves as learning leaders. Not as already full formed experts. (CIO2)

Participants said that being authentic to yourself and admitting when you didn't know something was seen as a positive rather than a negative.

In my experience, I didn't always know the solutions to the problems we were experiencing. It was a hard thing, but I was able to admit that I didn't know what I was going to do, but in time I would figure it out. It was liberating and humanizing and I think others appreciated it. (CIO4)

CIOs are the leaders of the institution's internationalization efforts, but the plan is accomplished through the efforts of individuals and groups across campus. There are many instances in which CIOs need to take a step back and reflect on progress. This enables CIOs to reassess priorities and direction and make strategic decisions.

If something isn't working right, take a step back and a deep breath and try to figure out what went wrong. Then, make a decision and get to work on the new priority. Expect that not everything will go right and there will be obstacles along the way. (CIO6)

The process of assessment and evaluation is critical to measuring the success of international efforts and reflects the nature of continuous learning.

Passion

Participants are strongly committed to promoting internationalization in their institutions and contributing to the research and practice for the field. Participants stated that a passion for international education was a predominant factor in accepting the CIO responsibility. Related and synonymous words in this analysis included: enthusiasm and excitement. Participants said their passion was demonstrated by their commitment to the mission and goals for internationalization.

I am very passionate about it and to be successful you need to truly be passionate and I think what we are doing in terms of opening up doors for students to help prepare them for the 21st century, the internationalization of campus plays a key role...So for me, it is easy to be passionate about it.
(CIO6)

Passion was also important to participants to avoid burnout. The decision to accept the CIO role was not taken lightly by participants. They understood that for most CIOs, it is a 24-hour a day, seven day a week responsibility. Therefore, it was important that they felt passionate about their work.

You have to have passion in what you do; otherwise, no one else is going to get on board with you. I don't think anyone in this position has a lack of passion for what they do; it's just that they sometimes get bogged down in the day-to-day-grind of CIO work. (CIO4)

The discussion that focused on passion also suggested that passion was crucial in spreading the vision for internationalization among others on campus. Effective leaders are charismatic, sharing their ideas and vision for the future of the institution. CIOs who are passionate about their work and the international vision for the institution persuaded others to participate in the internationalization process. Bringing together others who have similar passion and interest in international activities was a key factor in the success of campus internationalization.

Trust

Participants cited the need to establish trust among colleagues as a key component of leadership effectiveness. Developing a relationship built on trust and shared responsibility enabled participants to implement successful institutional change and progress towards internationalization goals. Related and synonymous words with this quality included: confidence, allocate, delegate, designate, and assign. Several sub themes were discovered in the analysis of participant interviews. These sub-themes included: building trust, enabling action and empowerment.

Building trust. Establishing trust in relationships was cited by participants as being a cornerstone of leadership effectiveness. Comprehensive internationalization affects every aspect of an institution and there is a lot of skepticism and mistrust in the early stages of the process (CIO2). By spending time listening and acknowledging concerns and issues, CIOs can begin to build trusting relationships throughout the institution (CIO4).

...involving (others) in the advising and leadership part of the program that much of the resistance which you might get at a university dissipated because they became the most ardent supporters. (CIO5)

It is important for leaders to be authentic in their actions and words, and to embody the international mission and vision for the institution. Furthermore, leaders can build trust by making decisions that reflect the beliefs and values of the institutional culture and following through on their actions. Some of the most difficult decisions are the ones that show the true courage of leaders (CIO8). Trust is not implied and it takes time and patience to build. Furthermore, trust can be broken so it is duly important for leaders to maintain and strengthen those relationships throughout time.

Enabling action. Participants noted that comprehensive internationalization was implemented by a number of individuals and groups throughout campus. It is the CIO role to coordinate the call to action on the plan. CIOs must be able to share and provide the knowledge and tools necessary to achieve internationalization goals (CIO2). Therefore, it is very important for leaders to delegate authority and responsibility for the plan.

I like to be collaborative about generating what it is we are going to be working on...here is how these projects fit within the broad vision we've articulated, so run with it. So I sit back and watch people run with these projects as they so fit or feel motivated. So I really like to create these platforms for people to operate on and let them run. (CIO2)

Participants said that colleagues needed to feel motivated and supported to carry out the internationalization plan. Effective leaders are enthusiastic and motivational, and inspire others to achieve common goals. Participants said it was important to view internationalization as a shared responsibility throughout the institution. CIOs enable others to act by providing resources and support for individuals and units to achieve common goals.

Empowerment. Effective leaders develop followers to become leaders of their own by empowering them to develop their own skills and abilities. Likewise, CIOs provide support and encouragement to empower others to achieve internationalization goals.

You've got to build on where they are, where their strengths are. I try to get others involved by offering something that is fresh and exciting. (CIO3)

Leaders themselves are empowered to succeed by building on previous successes and acknowledgement from superiors. Participants said it was very important to

acknowledge the good work of their staff and others in the institution. Providing rewards and incentives for their work empowered them to continue working towards common internationalization goals.

Whenever I've had success or been acknowledged for a job well done by my superiors, it has empowered me. I have used this as an example for my staff as well. When I trust in them and acknowledge their good work, it empowers them to achieve even more. (CIO6)

Participants stated that they were much more successful in achieving the institution's international goals if the campus community was empowered to take shared responsibility and action on the internationalization plan.

Support

A common topic in participant interviews was soliciting support for internationalization. CIOs need support from their staff and others in the campus community to carry out the internationalization plan. In return, CIOs must provide support and acknowledgement to those same individuals to recognize their role in the process. Related and synonymous words in this analysis included: collaboration, coalition, assemble, team building, relationship and partnership. Several sub themes related to support emerged from the analysis of the interviews. The sub-themes included: self-interest, incentives and recognition.

Self-interest. Understanding the needs and wants of others is important to achieving institutional goals. The underlying motivations, desires and values of specific individuals vary depending on circumstances and situations. CIOs need to spend time getting to know their campus colleagues and what appeals to them related

to internationalization (CIO3). Several participants said that appealing to the self-interests of others helped to advance their international efforts.

What is their self-interest? How do you address their interest? Because by addressing their interest, you are more likely to succeed. (CIO5)

Understanding of and appealing to others' self-interests is very helpful when faced with particular challenges. Participants were able to build on the relationships they established by creating a win-win situation for the parties involved (CIO1). Several participants mentioned the concept of return on investment. Participants stated that they were able to devise a strategy framed by return on investment to appeal to the interests of the unit and get shared responsibility for the internationalization plan. In many cases, CIOs were successful when they provided incentives for the unit to achieve internationalization goals.

Incentives. Participants stated that incentives were an important factor in the success of internationalization efforts. Incentives provide motivation to achieve goals and rewards to celebrate success. Effective leaders provide motivation and inspiration to achieve goals but also reward and acknowledge others for their success.

Incentivizing your actions also helps to promote achievement of goals. Offer them something that rewards them for their good work and they'll continue to build on those accomplishments. (CIO7)

Participants said that faculty in particular have a difficult time participating in international efforts due to their heavy teaching and research responsibilities (CIO1). Therefore, finding ways to reduce their workload through course release or extra funding to supporting international activities was instrumental.

It has been very difficult to get people to do things unless you incentivize them. So that means paying them money or time which is the same thing if you think about it. (CIO3)

Another major reason for incentivizing international efforts is to spread the responsibility for achieving goals beyond the CIO. A CIO cannot single-handedly carryout the internationalization plan, so it is important to get others involved in the efforts.

You have to find ways to relive people of some of their other duties so they can get engaged in this work. Incentivize platforms so that they have to get involved in the work so CIOs don't have to do all the work. (CIO2)

Participants cited that monetary rewards were most effective, but also the most difficult to secure and subject to various restrictions. Although most of the discussion about incentives focused on financial incentives, recognition for work well done was also important to leaders' success.

Recognition. Support through recognition and acknowledgment encourages followers to be more productive. Recognition of achievements showcases the accomplishments of individuals and groups to the larger campus community and motivates others to contribute to the internationalization efforts.

You've got to recognize others for their hard work. Communicate your accomplishments across campus and that will help getting others on board with your efforts. (CIO4)

Several participants established institutional reward programs or celebrations for individuals and groups related to internationalization. These were opportunities for the CIO to promote the achievements of internationalization goals and solicit further

support for the plan. More importantly, it served as reinforcement for the recipients that their efforts were instrumental in contributing to the success of the plan.

Respect

Respect was the second quality that was not included in the Model of Effective Leadership Qualities of Chief International Officers. There were a significant number of responses related to respect and therefore important to include in the discussion. Respect ranked seventh in the word frequency count. No subthemes were evident in the participant responses. Participants noted that they had to work hard to earn the respect of their staff and colleagues across campus.

Respect is not inherent when you achieve a leadership role. You have to work diligently everyday to earn that respect and take care of the individuals who work with you. (CIO7)

When I started as the CIO in my job, it was important that I first establish a relationship built on trust with my staff. Over time, trust developed into respect. I didn't initially start right out with their respect; I had to earn it. (CIO3)

Several participants noted that maintaining respectful relationships and dialogs with colleagues were essential to achieving campus internationalization.

The second thing I've come to realize is that you have to, no matter what, you have to show your colleagues respect, all the time, no matter what. (CIO3)

Since CIOs work with colleagues across campus, it was important that the same respect is afforded to each and every individual. Being respectful of others and valuing their opinions and values helps leaders to advance their mission and vision for the institution.

It is necessary to treat everyone on campus with respect or else you jeopardize your mission. (CIO6)

A common topic of discussion related to respect was the CIO relationship with faculty. Faculty earned their position at the institution through the achievement of various academic milestones. In addition, their advancement in the faculty ranks is associated with specific academic achievements. Therefore, participants noted that faculty are afforded a certain level of prestige based on their accomplishments and CIOs need to respect their position within that structure.

It is very important to treat faculty with respect. They might not have the same level of knowledge about the issues you are working with, but they have earned their position in the academe and the SIO will get much further along if they understand and respect those accomplishments (CIO9).

This statement also reinforces the participants' belief that CIOs with tenured faculty status have more credibility when dealing with faculty issues and concerns.

According to participants, being respectful to others and gaining respect from others is a highly valued quality in CIO work.

Outlier response

There was an important outlier response that was mentioned by three of the participants. They noted ethics as being an important component of effective leadership. Participants stated that working in an international environment required them to operate from an intercultural, ethnorelative perspective. What may be appropriate behavior in one country might be completely inappropriate in another. Therefore, CIOs need to have a strong ethical position to effectively navigate varying cultural realities.

Ethics are very important in the work I do. The global economy is fraught with

ethical dilemmas and these carry over into the work I do. From the use of agents in international student recruitment to accepting paid site visit opportunities from provider organizations, you need to have a strong sense of morals and ethics in the decisions you make. (CIO9)

I think that internationalization in many ways is about global citizenship for institutions and automatically and inherently raises issues of ethics. What is the impact of what we are doing both for ourselves and for others? ... You need to have approaches, the real sense of the global issues of what you're doing, a real ethical sense. (CIO2)

While not a common response from all participants in the interview, ethics is an important consideration within the context of the work that CIOs perform.

Related Research Questions

The third section of this chapter presents an analysis of the related research questions in the study:

1. What internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization?
2. What are perceived by CIOs to be the key challenges involved in internationalizing a campus?

These questions were designed for participants to reflect on their experience as CIO and discuss the key challenges and opportunities affecting the success of campus internationalization. Several significant themes emerged from an analysis of the responses. The themes related to the research questions include: institutional change support and resources. These themes are associated with both of the related research questions and the findings regarding each question are subsumed under the three main themes.

Institutional change

Internationalization represents a paradigm shift in how the university operates. The 21st century institution must prepare its graduates to become global citizens of an increasingly interconnected world. Comprehensive internationalization affects every aspect of the institution and CIOs are at the core of this process. CIOs must understand the overall mission and vision of the institution and decide how to best proceed with internationalization within the institution's context. Participants noted that most institutions reference international or global in their mission, "but few institutions actually do something about it" (CIO6). Therefore, the CIOs challenge is to contextualize the strategic mission and goals related to internationalization and craft a plan that supports the achievement of those goals. A major obstacle for international education leaders is implementing change for those programs and activities that are already successful.

The most difficult things to change are the things you are doing well (CIO8). It is sometimes necessary to redirect efforts into new programming and activities to expand the breadth of campus internationalization.

Support

The comments related to support were divided between receiving and soliciting support for internationalization and providing support for carrying-out internationalization. Participants noted how important it was for CIOs to have the support of senior leadership (e.g., President and Provost) in order for internationalization efforts to be successful.

You need to get buy-in from senior leadership to be successful. Comprehensive internationalization is not done alone, nor is it typically a bottom-up initiative (CIO9).

Overall, support at all levels of the institution is crucial to implementing a comprehensive plan for internationalization. Many participants said that CIOs must find ways to support faculty participation in internationalization efforts. Participants reiterated the fact that faculty are key players in the internationalization process. Some examples of faculty support mechanisms included funding for international travel and conference participation, opportunities to participate in internationalization committees and advisory boards and release time for internationalization related service. It is especially important for faculty on the tenure and promotion track that their research and scholarship related to internationalization is recognized in tenure and promotion considerations. CIOs can help advocate and support faculty their efforts to achieve tenure and promotion. Participants indicated that a CIO with faculty tenure status was likely to be more successful in internationalization efforts than a sole administrator.

A CIO with faculty rank is incredibly important to the success of campus internationalize. You will have much more respect and authority than if you were simply and administrator. Faculty listen to faculty and that is key to our success here (CIO3).

Support was not only internal to the institution; many participants spoke of external support for internationalization. Several participants discussed having advisory board consisting of external experts or professionals in the field.

We have a very strong advisory board and that has helped us to advance our mission and gain prominence throughout the university. These are typically business people with deep pockets who can contribute substantially to the

university and its efforts and that is important to leverage your minimal resources (CIO 10).

Taking advantage of local and regional professionals involved in international business and services can serve as important resources to support and advance internationalization efforts on campus. Many participants were also actively involved in professional organizations such as NAFSA: Association of International Educators, Association of International Education Administrators, and the American Council on Education, with a goal to provide professional development training and financial resources to support campus internationalization.

Resources

The discussion on resources involved both financial and human resources. Financial resources for internationalization were a major issue for all participants. A major challenge for many participants was being able to support the general operations of their offices in addition to providing financial support for internationalization activities.

Our challenge is the same as practically every other university in the nation: money, money, money. It is unrealistic to expect a university to be world-class and internationally competitive without significant resource investment (CIO5).

Because comprehensive internationalization extends beyond the international office, additional funding is needed to support activities that support the internationalization plan.

Staffing was another important point of concern for participants. Many participants stated that their officers were understaffed to take on comprehensive

internationalization. It was crucial for participants to be strong advocates for their offices to secure the necessary resources to increase staffing. The most common challenge that participants faced in leading internationalization was securing the appropriate resources for their internationalization efforts. Internationalization requires both human and fiscal resources to be successful and sometimes competes with other university priorities.

Our jobs are always challenging and we really have to lead from the periphery and that we don't have the kind of resource bases that other senior administrators can draw from (CIO5).

Several participants noted that they did not have an allocated budget for internationalization and that all requests had to be made centrally through either the Provost or President's office. CIOs must be able to advocate for resources and also demonstrate how the resources can be used to supplement the efforts of other units on campus.

One of my main challenges is that everyone on campus was so protective of their turf and felt that internationalization was a threat to their resources and programs. The key to overcome this challenge was getting them to think in creative ways about how internationalization could add to their programs and increase revenues over the long term (CIO9).

And so it can be a real challenge then to say, well, on top of all of this that you're looking at, we ought to be looking at these internationalization issues (CIO6).

Several participants created opportunities for campus stakeholder to come together and discuss possible solutions to problems and challenges. This approach allowed the CIO to shift the responsibility for addressing challenges to the wider campus community and also created buy-in from the community for the internationalization

plan. By including stakeholders in the discussion, CIOs demonstrated that they valued and respected the contribution of the campus community.

Being creative, flexible and collaborative by including stakeholders from across campus can be effective in leading internationalization efforts. (CIO6)

Participants noted various creative solutions to common problems associated with implementing internationalization. With resources being a top priority for many CIOs, the majority of conversation on this topic focused on creative solutions to secure additional resources.

CIOs must be creative in their efforts to secure the appropriate resources to achieve comprehensive internationalization. Many faculty and staff see internationalization as a competing priority with other strategic priorities, and need to understand the benefit to their individual units (CIO7).

Many participants utilized internationalization rankings and professional organization awards as motivation to advocate for additional resources. Several participants noted the Open Doors report as a common source of information for internationalization rankings of international student enrollment and study abroad participation. Others mentioned the Institute for International Education Andrew Heiskell Awards for Innovation in International Education and the NAFSA: Association of International Education Senator Paul Simon Awards for Comprehensive Internationalization as sources of inspiration for their institutions. Although participants noted that their internationalization goals were not focused on achieving these accolades, they served as an important resource for advocating for resources and motivating their campus to reach goals.

Summary

The results of the qualitative research analysis are described in Chapter 4. The main research question of this study involved identifying qualities of effective chief international officer leadership. Seven qualities of effective chief international officer leadership emerged from the interview responses. The five matching qualities included: collaboration, trust, passion, challenge and support. The two additional qualities were: respect and knowledge. An outlier quality, ethics, was also included in the analysis. The qualities were derived from responses of the participants during the interviews and represent a minimum of 20 references per quality from the 10 participants. The findings of this study indicate that effective chief international officer leadership is closely related to Avolio & Bass' transformational leadership theory and Kouzes and Posner's exemplary leadership model. Further discussion of this relationship is included in Chapter 5. The secondary research question addressed internal and external factors affecting campus internationalization. Three major themes emerged from an analysis of the interview responses. The three themes include: institutional change, support and resources. Chapter 5 includes a discussion of implications for policy and practice with suggestions for further research.

Chapter 5: Discussion

The purpose of this study was to examine leadership qualities of chief international officers in internationalizing the campus at selected institutions of higher education. Results from the qualitative research analysis are described in Chapter 4. This chapter includes implications for policy and practice, implications for theory and suggestions for future research. The discussion in this chapter includes an interpretation of the data integrated with supporting evidence from the literature review to address the central research question of the study:

1. What leadership qualities are perceived by CIOs to be the most effective for leading campus internationalization?

Two related questions are also addressed in this chapter:

1. What internal and external factors are perceived by CIOs to directly influence the effectiveness of campus internationalization?
2. What are perceived by CIOs to be the key challenges involved in internationalizing a campus?

Implications for Policy and Practice

The knowledge gained from the examination of chief international officer leadership will help to inform policy makers and practitioners in a variety of ways. From the research, several implications for policy are evident:

1. Cultivation of effective leadership should be at the core of institutional policy. A NAFSA report (2008) states, “attention, involvement and commitment at

the highest levels of the institution's leadership are vital...(p.3). Senior higher education administrators informed by this study can use the Model of Effective CIO Leadership Qualities as a source of information for which to base an assessment of the CIO. Mestenhauser and Ellingboe (2005) add, "If learning is the major objective in a learning organization, then everything points to learning, stems from learning, and leads to learning" (p. 40). Results may further inform hiring committees on a set of qualities that are indicators of effective international leadership.

2. Policies written at the institutional level should support internationalization efforts. Institutional policies such as promotion and tenure of faculty, course articulation agreements and financial aid policies, create few incentives and many barriers for campus internationalization. Ideally, institutional policies related to internationalization should be transparent and aligned with the institutional mission. Mestenhauser and Ellingboe (2005) state that international education leaders need to focus on explaining the complex nature of international education and the rationale for internationalization. International education programs and services may also be unfortunately designed and administered as if they were isolated entities, rather than a series of complementary programs and services within the institution. A report by NAFSA (2008) states, "Difficulties arise when expectations are not clearly stated or there is a lack of adequate information about institutional policies..." (p. 11). Institutional administrators need to consider internationalization as a sophisticated structure and find ways to simplify policies and procedures at

the institutional level. The NASULGC report (2004) states that internationalization must move from the fringes of institutional priorities to a central focus of higher education teaching, research and service. Then, and only then, internationalization will become a central tenant of institutional culture.

3. Resources (financial and human) to support comprehensive internationalization should be more readily available. The NASULGC report (2004) states, “If international education is an institutional priority, it must also be at the top of the presidential fund-raising agenda” (p.45). Funding for campus internationalization must be sufficient to offer quality programs and services to the entire campus community. Without adequate funding, the institution will not be able to support the recruitment and retention of qualified staff for international education positions. “Support can come from tuition, special fees, low-cost bilateral exchange agreements, incentives negotiated with partner institutions...and fundraising, among other sources” (NAFSA, 2008, p.5). Establishing a sustainable infrastructure for internationalization to evolve is essential to its continued success.

From the research, several implications for practitioners are evident:

1. Common standards for international education leadership professional development and training are needed. International education leadership is complex, involving important decisions and significant responsibility. There are few programs that train emerging leaders in the field including, the American Council on Education Internationalization Laboratory Program, the

Association of International Education Administrators Neal Presidential Fellows Program and the NAFSA Management Development Program. However, the professional development system for international education leaders lacks coherence. Desoff (2007) identified the particular need for training new CIOs in the field and also acknowledged that the investment in training should be considered long term. Since international education leaders work for a variety of institution types, there is no single recommended training program for leaders in this field. Furthermore, there are few university-based degree programs to prepare candidates for leadership positions in international education. The lack of a coherent system to prepare and support international education leaders represents a gap in the field. The lack of degree programs also implies that international education leadership is still not recognized as a professional role. Mestenhauser (2006) states, "...international education professionals who should have, like other professionals, a recognizable and codified body of knowledge to which renewal the profession contributes regularly" (p. 74). Institutions, professional organizations and the federal government should collaborate to develop programs and initiatives to support international education leaders in an effort to enhance the skills of current leader and to develop leaders for the future.

2. Partnerships, both on campus and in the professional community, are crucial to effective international education leadership. Comprehensive internationalization does not happen with a single individual; engaging others

in the campus mission of internationalization is a shared responsibility (NAFSA, 2011). CIOs have the responsibility to educate and promote the mission of campus internationalization to campus colleagues. Developing mutually-beneficial activities and initiatives will expand the base of committed individuals in the internationalization effort. Mestenhauser (2006), refers to this by framing internationalization as a system in which “mainstreams the international dimension in all segments of the university...” (p.70). In the professional community, international education leaders should establish communities of practice to define and promote best practices in the field. In addition, leaders can create support systems with other professionals to overcome challenges related to internationalization.

3. International education leaders share many challenges in common with other senior campus leaders. However, there are unique characteristics of campus internationalization that shape the implications of policy and practice in international education. “Attention, involvement, and commitment at the highest levels of an institution’s leadership are vital to the success and growth of study abroad” (NAFSA, 2008, p.3). Mestenhauser (2006) states that the skill of “cognitive complexity” is critical for international education leaders (p.73). This skill is necessary to understand the various facets of internationalization in all levels of the institution. Knowledge of the changing nature of higher education and international education, theories of effective leadership, and supports necessary to overcome the challenges of campus

internationalization must be considered in developing and maintaining effective international education leadership.

Implications for Theory

Leadership is a process that involves of building relationships, instilling moral purpose and understanding the change process (Fullan, 2001). Leaders influence followers and facilitate organization change. Effective leaders transcend the transactional nature of management and transform followers into leaders of their own. Transformational leadership increases follower morale, inspires action, enhances motivation and increases performance to achieve the goals of the organization. Chief international officers are transformational in their ability to significantly influence institutional change. CIOs are responsible for a variety of international activities that span the breadth of the institution. CIOs are unique in that they serve the interests of all campus stakeholders including faculty, staff and students. Internationalization integrates the international and intercultural dimensions of the teaching research and global engagement of the university. As such, CIOs must be able to engage with all stakeholders and develop a shared mission and vision for campus internationalization.

Analysis of participant interviews indicated seven dominant qualities of effective leadership. Five of these qualities matched the Model of Effective Leadership Qualities of chief international officers and two qualities were additional. The five matching qualities included: collaboration, trust, passion, challenge and support. The two additional qualities were: respect and knowledge. An outlier quality, ethics, was discovered during the analysis and is included in the discussion because of its relevance and importance to international education leadership. The

qualities identified for discussion are analyzed and within the framework of Bass and Avolio's (2000) Full Range Leadership Model and Kouzes and Posner's (2002) Five Practices of Exemplary Leadership model. Bass and Avolio's model addresses transformational leadership that serves as the foundation for implementing institutional change and campus internationalization. Kouzes and Posner's model addresses effective leadership, which is a critical component of successful campus internationalization. Whereas some of the identified qualities may be more suited to one model or the other, it is the holistic combination of qualities that contributes to effective leadership of international education. Each quality is presented in detailed discussion related to this study's findings and relevant literature. In addition, several internal and external factors identified in Chapter 4 affect campus internationalization and play an important part in shaping the role of the CIO. The implications of the identified internal and external factors will be addressed at the end of this section.

Identified quality #1: Collaboration

Leadership by nature requires the interaction of two or more individuals. Over time, relationships are formed and the leader-follower dynamic is established. Effective leaders inspire others with their vision for the institution and collaborate to create transformative change (Burns, 1978). As Kouzes & Posner (1995) state, "leadership is the art of mobilizing others to way to struggle for shared aspirations" (p. 30). Strong leadership is required to implement any type of significant organizational change. Internationalization is a comprehensive system and process of organizational change that involves individuals throughout the entire institution. Leading comprehensive internationalization requires building relationships and

establishing coalitions to achieve goals (Mestenhauser & Ellingboe, 2005). CIOs need to establish good working relationships with faculty and staff in various units on campus in order to garner support and action for internationalization. The CIOs support staff plays an important role in the day-to-day responsibilities of the international office. Support staff can relieve the CIO of rote tasks and provide detailed information to support the CIOs decision-making responsibilities.

Developing strong relationships with faculty is a key task for CIOs. Collaborating on internationalization efforts is crucial, but does have its challenges. One participant described faculty as “lone wolves” who set out to pursue their mission and serve their purpose in the institution. A major barrier for faculty collaboration then is faculty’s need for autonomy and allegiance to their discipline (Astin & Astin, 2000). In addition, numerous priorities such as research and service obligations compete for faculty’s time and resources. However, faculty who have strong interests in international activities may be more willing to collaborate than others. The desire to collaborate with other like-minded people and the autonomy to pursue one’s specific scholarly or creative interests can be fruitful in the CIO-faculty relationship (Astin & Astin, 2000).

Identified quality #2: Trust

Trust is an integral component in the development of the leader-follower relationship. Leadership is a relationship founded on trust and confidence (Kouzes & Posner, 1995). CIOs spend significant time building relationships and establishing trust as a prime activity in their leadership roles. CIOs involve stakeholders from across campus in the creation of a mission and vision for internationalization and

facilitate opportunities for followers to carry-out the international plan. Effective leaders build trust and delegate responsibility, creating a sense of purpose among followers (Kouzes & Posner, 2003; 2002). Leaders take on challenging situations and are consistent in the resolutions. In the mutually dependent relationship between leaders and followers, leaders who are consistent in their words and deeds build credibility as transformational leaders (Kouzes & Posner, 1995; Kouzes & Posner, 2003; 2002).

Effective leaders enable followers to act by providing the support and motivation to carryout responsibilities. Having a shared sense of mission and vision enables followers to act and contribute to the organization's success (Avolio, Bass & Jung, 1997). "Transformative change requires that we find ways to restore trust. Trust, in turn, enables colleagues to effect a shared purpose and a meaningful division of labor" (Astin & Astin, 2000, p. 40). Leaders engage followers and build confidence in follower's abilities to contribute to the institution's overall mission and goals.

Regardless of a person's level of participation in decision making, and regardless of the fit between the levels of desired and actual participation, people who experience the most trust in organizational leaders – that is, those who trust their leaders and feel trusted in return – are the most satisfied with their level of participation. (Kouzes and Posner, 1995, p. 165-166)

Leadership is about empowering others so that they can see how their own interests and aspirations are aligned with the vision and can thereby become mobilized to commit their individual energies to its realization (Kouzes & Posner, 2003; 2002). Followers are empowered when they are actively involved in the decision making process. Truly transformative leaders encourage followers to become leaders of their

own and engage in mutually beneficial activities to achieve goals.

Identified quality #3: Passion

CIOs show their passion for their work by providing an inspiring vision and goals for campus internationalization. Leaders “passionately believe they can make a difference” (Kouzes and Posner, 1995, p. 11). Leaders genuinely believe in what they do and the value of the work that they do, engaging followers in their mission. Passionate leaders believe the good of the organization is more important than their own needs. CIOs face many challenges; they must remain committed to their work through difficult circumstances. Leaders maintain composure and commitment to the institution’s vision and goals regardless of the challenges. Effective leaders are also aware of the passion of their followers (Kouzes and Posner, 1995). Leaders can use this knowledge to leverage followers’ self-interests and contributions to the organization’s goals.

Many of the comments related to passion were centered on participants’ acceptance of the CIO position. Although the pathway to the CIO role varied greatly between the participants in this study, their passion for international education was a prime motivator for accepting the position.

Identified quality #4: Challenge

Higher education in the 21st century is constantly changing to meet the needs of society’s demands. Leaders in these institutions must be skilled change agents and be willing to take on challenges and risks. Kouzes and Posner (1995) note that effective leaders seek challenging opportunities to change, grow, innovate, take risks, and ultimately learn from their mistakes. Internationalization is one example of a

comprehensive process of organizational change that involves a number of challenges. CIOs face a number of internal and external challenges that affect internationalization and need to find creative, innovative solutions in order to be successful.

By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system in order to turn these ideas into actions and to get new products, processes, and services adopted. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. (Abu-Tineh, Khasawneh, & Altahayneh, 2007, p. 268)

Transformative leaders are effective conflict mediators and strong moral and ethical role models (Antonakis et al., 2003). They find creative solutions to problems and "...will seek to foster organizational cultures that are hospitable to creativity, problem solving, risk taking and experimentation" (Bass, 1999, p. 16-17). Leaders also challenge others to find innovative solutions to problems and contribute to the organization's successes.

Identified quality #5: Support

Effective leaders provide the necessary support and encourage for followers to achieve organizational goals. They set high expectations for followers and provide the necessary support and motivation to achieve goals. Bass (1985) states that transformational leaders influence followers to surpass goals and expectations. An important component of successful leadership is appealing to the self-interests of others while maintaining focus on achieving organizational goals. At the very basic level, Northouse (2007) says that support involves understanding people's needs, satisfying and valuing their needs. Leaders with individual consideration encourage

followers, provide continuous feedback, and link the follower's current needs to the organization's mission (Avolio et al., 1999).

Leaders provide incentives and recognition for outstanding achievements as a way to improve morale and productivity. Acknowledging and rewarding followers is an important aspect of effective leadership (Kouzes & Posner, 1995). Unfortunately, organizational structure and policies limit the ability to do so in many institutions (CIO3). However, leaders should consider any opportunity available to them to recognize successes and achievements.

Few other organizations have so many opportunities in the span of a year to engage all their members in productive work and renewal activities while they celebrate. Each such occasion presents opportunities to introduce or reaffirm the qualities of transformative leadership. (Astin & Astin, 2000, p. 92)

There are many creative ways to consider acknowledging good work including merit pay increases, trophies or certificates, public recognition in speeches or written announcements or reductions in workloads or other commitments. Effective leaders understand underlying motivations of followers and seek to meet those needs in a fulfilling manner.

Additional quality #1: Respect

Leaders who understand and appreciate the differences between individuals are more prepared for organizational change (Kouzes and Posner, 1995). The success of the leader-follower relationship is highly dependent on respect. Respectful leaders model appropriate behavior and treat others with fairness and equality. Bass (1985) states, transformational leaders exhibit high moral behavior and are consistent in their

actions. Respect fosters organizational success because it establishes equality and fairness. Yukl (1999) states, followers achieve greater results if they trust and respect leaders. Followers are more inclined to contribute to organizational success when they feel valued as equals for their contributions. Because internationalization is not solely a top down or bottom up process, CIOs gain respect by involving stakeholders and sharing responsibility across the institution. In addition, CIOs earn respect by rewarding and recognizing others for good work.

Additional quality #2: Knowledge

Preparing leaders to lead in a rapidly changing and uncertain environment is critical to institutional success in the 21st century. Ensuring that leaders have the skills and knowledge necessary to implement change is crucial to institutional success (Stewart, 2006). CIOs must be active learners within the organization and continue to expand their knowledge base. Institutions and its leadership “must become learning organizations or they will fail to survive. Thus, leaders in business and education face similar challenges – how to cultivate and sustain learning under conditions of complex, rapid change” (Fullan, 2001, p. xi). Drucker (1993) states that knowledge has replaced land, labor and capital, to become the most important factor in production. Transformational leaders share their knowledge with followers, generating new knowledge within the organization (Avolio, Bass & Jung, 1997). Effective leaders advocate, support and encourage an organizational culture of shared learning.

Leaders must have a strong sense of self-knowledge, particularly in situations of organizational change. “Facing uncertain and ambiguous career paths and little job

security, we'll find the years to come that the most critical knowledge for us all – and leaders especially – will turn out to be self-knowledge” (Kouzes & Posner, 1995, p. 335). Effective leaders acknowledge what they don't know and still have to learn, building on the culture of organizational learning. Astin & Astin (2000) describe self-knowledge as:

Being aware of the beliefs, values, attitudes, and emotions that motivate one to seek change and transformation. It also implies an awareness of the particular talents and strengths, together with the personal limitations, that one brings to the leadership effort. (p. 12)

Leaders who are self-aware and open to continuous learning are more successful in situations of organizational change (Kouzes and Posner, 2002; 2003).

Outlier quality: Ethics

Ethics did not receive strong recognition in participant interviews but is a central component of leadership effectiveness (Drucker, 2003). The 2007 NAFSA: Association of International Educators study of Senior International Officers placed ethics in the top five skill and knowledge areas perceived as important by CIOs leading comprehensive internationalization. Ethics is an important component of leadership effectiveness because it differentiates between moral and immoral behavior. Effective leaders have high moral and ethical standards and take responsibility for their followers (Bass, 1985). Creating a shared vision and mission for the institution inspires followers to achieve goals. The most admired leaders speak unhesitatingly and proudly of mutual ethical aspirations (Kouzes & Posner, 1995). Conflicting values are the source of many ethical dilemmas. CIOs encounter multiple stakeholder perspectives about internationalization and conflict arises when priorities

and decisions need to be made. CIOs must also carefully balance the short and long-term effects of their decisions and the potential impact on their followers. Effective leaders appreciate and acknowledge differences in opinions and seek creative solutions to challenges (Kouzes & Posner, 2002; 2003).

Suggestions for Future Research

This study provides an overview of effective leadership qualities of a small sample of chief international officers. The results help to inform campus leaders, international education professionals and international education organizations on how to better serve and support international education leaders. The key findings in this study add to the literature on international education leadership but further research is needed. This study utilized a methodology that limited participation to CIOs at one particular institutional type. The study should be replicated to include CIOs from a variety of institutional settings to compare and contrast results. This information can be used to design best practices in the field and identify opportunities and challenges to campus internationalization based on institution type. The number of participants in this study was small. Therefore, further study with an enlarged sample of CIOs that would result in a more representative sample of the population. More detailed analysis of personal factors (i.e., age, educational attainment, job experience) could establish career pathway information for emerging international education professionals. This study was designed so that it could be replicable. Further study of chief international officers and their backgrounds, knowledge and experience, will contribute greatly to the field of international education.

Summary

This qualitative study was used to identify effective leadership qualities of chief international officers at comprehensive doctoral institutions in the United States. In addition, the study addressed internal and external factors that affect campus internationalization. The conceptual framework used in this study included Bass and Avolio's Full Range Leadership Model and Kouzes and Posner's Five Factors of Exemplary Leadership. A review of relevant literature indicated that comprehensive internationalization represents considerable organization change and that chief international officers are in a unique position to significantly influence the success of the process. Understanding the internal and external factors that affect campus internationalization is crucial to addressing challenges throughout the process.

Ten chief international officers were interviewed about their role within their institution and their role in the process of internationalization. Analysis of participant interviews indicated seven major qualities of effective leadership. The seven qualities are: collaboration, trust, passion, challenge, support, respect and knowledge. An outlier quality, ethics, was also included in the discussion. Furthermore, internal and external factors affecting internationalization were also identified. Three significant themes emerged from an analysis of the responses. The themes included: institutional change support and resources.

In conclusion, the results of this study can serve as an important resource for current and aspiring CIOs, senior higher education administrators, CIO hiring committees and human resource professionals, and professional organizations. Further research on the subject of effective CIO leadership could add to the research

base and further inform training and professional development opportunities for CIOs.

References

- Abu-Tineh, A., Khasawneh, S., & Altahayneh, Z. (2007). Servant leadership in Jordanian schools as perceived by teachers and principals: Exploratory studies. *Journal of Educational & Psychological Sciences*, 8(4), 137-160.
- Allen, N.J. & Meyer, J.P. (1997). *Commitment in the workplace: Theory, research and application*. Thousand Oaks, CA: SAGE Publications, Inc.
- Altbach, P. G. & Peterson, P.M. (1998). Internationalize American higher education? Not exactly. *International Higher Education*, Spring, 36-39.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3), 290-305.
- Amagoh, F. (2008). Perspectives on organizational change: Systems and complexity theories. *The Innovation Journal: The Public Sector Innovation Journal*, 13(3), 1-14.
- American Council on Education. (1995). *Educating Americans for a world in flux: Ten ground rules for internationalizing higher education*. Washington, DC: American Council on Education.
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *Leadership Quarterly*, 14(3), 261.
- Astin, A. & Astin, H. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W.K. Kellogg Foundation.
- Avolio, B.J., Bass, B.M., & Jung, D. I. (1997). *Replicated confirmatory factor analyses of the multifactor leadership questionnaire*. Binghamton, NY: Center for Leadership Studies, Binghamton University.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational Psychology*, 72, 441-462.
- Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, 45(1), 43.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bennis, W. (2003). *On becoming a leader*. (Rev. ed.). Cambridge, MA: Perseus.
- Bhandari, R., & Chow, P. (2009). *Open doors 2009: Report on international education exchange*. New York: Institute of International Education.
- Bhandari, R., & Chow, P. (2011). *Open doors 2011: Report on international education exchange*. New York: Institute of International Education.
- Blake, R.R. & Mouton, J.S. (1964). *Situation leadership after 25 years: A retrospective*. Houston, TX: Gulf Publishing Company.
- Bolman, L.G., & Deal, T.E. (2003). *Reforming organizations: Artistry, choice and leadership* (3rd ed.). San Francisco, CA: Josey-Bass.
- Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 41(6), 977-1002.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness*. New York: Grove Press.
- Connerly, M.L., & Pedersen, P.B. (2005). *Leadership in a diverse and multicultural environment*. Thousand Oaks, CA: SAGE.
- Creswell, J. W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W., Plano, C. V., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods designs. In Tashakkori, A. & Teddlie, C. (Ed.), *Handbook of mixed method research in the social and behavioral sciences*. (pp. 209-240). Thousand Oaks, CA: Sage.
- Cross, D. (2013). *Organizational cultures and leadership's impact on diversity and adaptation to change*. Proceedings from the *International Conference on Identity, Culture and Communication*. 548-557.

- Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Wachter, B. (2000). *Internationalisation at home: A position paper*. European Association for International Education.
- Day, C., & Leithwood, K. A. (2007). *Successful principal leadership in times of change: An international perspective*. Dordrecht, The Netherlands: Springer.
- de Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative and conceptual analysis*. Westport, CT: Greenwood Press.
- Deardorff, D. K. & Kwai, C.K. (2001). *A survey on senior international officers: Individual and institutional profiles*. AIEA: Association of International Education Administrators.
- Deardorff, D. K. (2004). *The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States*. (Unpublished doctoral dissertation). North Carolina State University, Raleigh, North Carolina..
- Desoff, A. (2010). The rise of senior international officers. *International Educator*, Jan. and Feb. 45-49.
- Drucker, P. (1993). *The practice of management*. New York, NY: Collins.
- Ellingboe, B. J. (1996). *Divisional strategies on internationalizing the curriculum: A comparative five-college case study of deans' and faculty perspectives at the University of Minnesota*. (Unpublished masters thesis). University of Minnesota, Minneapolis, MN.
- Ellingboe, B. J. (1998). Divisional strategies to internationalize a campus portrait: Results, resistance and recommendations from a case study at a U.S. university. In J. A. Mestenhauser, & B. J. Ellingboe (Eds.), *Reforming the higher education curriculum: Internationalizing the campus* (pp. 198-228). Phoenix, AZ: American Council on Education and Oryx Press.
- Fleishman, E. A. (1953). The measurement of leadership attitudes in industry. *Journal of Applied Psychology*, 37(3), 153-158.
- Fullan, M. (2001). *Leading in a culture of change: Being effective in complex times*. San Francisco, CA: Jossey-Bass.
- Heck, R. H., & Hallinger, P. (1999). Next generation methods for the study of leadership and school improvement. In J. Murphy & L. Seashore (Ed.), *Handbook of research on educational administration* (2nd ed.) (pp. 463-487). San Francisco, CA: Jossey-Bass.

- Hoemeke, T. H., Krane, M., Young, J., & Slavin, G. (2006). *A survey on chief international administrators, their institutions and offices*. Durham, NC: Association of International Education Administrators.
- Horn, S. A., Hendel, D. D., & Fry, G. W. (2007). Ranking the international dimension of top research universities in the united states. *Journal of Studies in International Education*, 11, 330-358.
- House, R. J. (1976). A 1976 theory of charismatic leadership. In Hunt, J.G. & Larson, L.L. (Ed.), *Leadership: The cutting edge*. (pp. 189-207). Carbondale: Southern Illinois University Press.
- Huse, T. D. (2003). *Transformational leadership in the era of change - A monograph*. Retrieved from Retrieved from <http://www.dticmil/cgi-bin/GetTRDoc?AD:ADA416126>.
- Isaacman, A., & Okediji, R. (2006). *Transforming the university: Systemwide academic task force on forging an international university*. Minneapolis, MN: The University of Minnesota.
- Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*, 33(1), 33-42.
- Kezar, A. J., ERIC Clearinghouse on Higher Education, Association for the Study of Higher Education, & George Washington University. Graduate School of Education and Human Development. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. San Francisco: Jossey-Bass.
- Knight, J. (1994). *Internationalization elements and checkpoints* (7th ed.). Ottawa, Canada: Canadian Bureau for International Education.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5-31.
- Knight, J., & de Wit, H. (1999). *Quality and internationalisation in higher education..* Paris: Organization for Economic Cooperation & Development.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2003; 2002). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

- Kouzes, J. M., Posner, B. Z., Biech, E., & Ebrary, I. (2010). *The leadership challenge activities book*. San Francisco, CA: Pfeiffer.
- Krueger, R.A., & Casey, M.A. (Ed.). (2009). *Focus groups: A practical guide for applied research*. (4th ed.). Los Angeles, CA: Sage Publications.
- Lambert, S., Nolan, R., Peterson, N., & Pierce, D. (2007). *Critical skills and knowledge for senior campus international leaders*. Washington, DC: NAFSA: Association of International Educators.
- Leithwood, K., Begley, P. T., & Cousins, B. J. (1994). *Developing expert leadership for future schools*. London: The Falmer Press.
- Lombardi, J. V., Capaldi, E. D., Reeves, K. R., Craig, D. D., Gater, D. S., & Rivers, D. (2003). *The top American research universities*. Gainesville, FL: University of Florida Press.
- McCrimmon, M. (2004). Kouzes and Posner on leadership - a critique. Retrieved from <http://www.docstoc.com/docs/47763673/Kouzes-and-Posner-on-Leadership---a-critique>.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Mestenhauser, J. A. (2006). Internationalization at home: Systems challenge to a fragmented field. In H. Teekens (Ed.), *Internationalization at home: A global perspective* (pp. 61-78). The Hague, The Netherlands: NUFFIC.
- Mestenhauser, J. A., & Ellingboe, B.J. (2005). Leadership knowledge and international education. *International Educator*, 14(6), 36-43.
- Mestenhauser, J. A. (2002). In search of a comprehensive approach to international education: A systems approach. In W. Grunzweig, & N. Rinehart (Eds.), *Rockin' in red square: Critical approaches to international education in the age of cyberculture* (pp. 165-213). Munster, Germany: LIT.
- Mestenhauser, J. A., & Ellingboe, B. J. (1998). *Reforming the higher education curriculum. internationalizing the campus*. American Council on Education/Oryx Press series on higher education. Phoenix, Arizona: Oryx Press.
- Meyer, J. P., Stanely, D. J., & Herscovitch, L. & Topolnytsky, L. (2002). Affective continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.

- Muenjohn, N. & Armstrong, A. (2008). Evaluating the structural validity of the multifactor leadership questionnaire (MLQ), capturing the leadership factors of transformational-transactional leadership. *Contemporary Management Research*, 4(1), 3-14.
- Mullen, W. P. (2011). *Factors influencing campus internationalization: A case study of a liberal arts college in the upper Midwest*. Doctor of Education, University of Minnesota , 1-210.
- Muscari, D. (2007). *Examining Kouzes and Posner's five leadership practices in statewide mental health consumer advocacy networks: A multi-site descriptive survey*. Doctor of Philosophy, Capella University, 1-139.
- NAFSA: Association of International Educators. (2008). *Strengthening study abroad: Recommendations for effective institutional management for presidents, senior administrators and study abroad professionals*. Washington, DC: NAFSA: Association of International Educators.
- Nahavandi, A. (1997). *The art and science of leadership*. New Jersey: Prentice-Hall Inc.
- National Association of State Universities and Land-Grant Colleges. (2004). *A call to leadership: The presidential role in internationalizing the university*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches*. (5th ed.). Boston: Allyn and Bacon.
- Nilsson, B. (1999). Internationalisation at home-theory and praxis. *EAIE Forum*, Spring 12.
- Nilsson, B. (2003). Internationalisation a home from a Swedish perspective: The case of Malmo. *Journal of Studies in International Education*, 7(1), 27-40.
- Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.) Thousand Oaks, CA: Sage Publications.
- Paige, R. M. (2005). Internationalization of higher education: Performance assessment and indicators. *Nagoya Journal of Higher Education*, 5, 99-122.
- Paige, R. M., & Mestenhauser, J. A. (1999). Internationalizing educational administration. *Educational Administration Quarterly*, 35(4), 500-17.
- Patton, M. (2002) *Qualitative research & evaluation methods* (Third ed.). Thousand Oaks, CA: SAGE Publications.

- Puccio, G. J., & Mance, M. & Murdock, M. (2011). *Creative leadership: Skills that drive change* (Second ed.). Thousand Oaks, CA: SAGE Publications.
- Ryan, G.W., & Bernard, H.R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85-109.
- Savicki, V. (2008). *Developing intercultural competence and transformation*. Sterling, VA: Stylush Publishing, LLC.
- Senge, P. (2010). *The fifth discipline: The art & practice of the learning organization*. (Rev. ed.) New York: Random House, LLC.
- Spencer, S. E., Kreutzer, K., & Shallenberger, D. (2008). *Professionalizing the field: Salaries, workloads and other job-related topics we don't discuss*. Carlisle, PA: The Forum on Education Abroad.
- Stallman, E. M. (2006). *Toward a campus policy of internationalization: University of Minnesota forging an international university task force report*. Unpublished Thesis, University of Minnesota, Minneapolis, MN.
- Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio and Leithwood. *Canadian Journal of Educational Administration and Policy*, (54), 1-29.
- Stogdill, R. M., & Bass, B. M. (1981). *Stogdill's handbook of leadership: A survey of theory and research* (rev. ed.). New York: Free Press.
- Thullen, M., & Heyl, J.D. & Brownell, B. (2002). *The chief international education administrator (CIEA) as an agent for organisational change*. (Occasional Paper No. 14). EAIE: European Association for International Education.
- Vaira, M. (2004). Globalization and higher education organizational change: A framework for analysis. *Higher Education*, 48, 483-510.
- Wachter, B. (2003). An introduction: Internationalisation at home in context. *Journal of Studies in International Education*, 7(1), 5-11.
- West, C. (2011). *Internationalization: Where have we been and where are we going?*. NAFSA: Association of International Educators.
- Yukl, G. A. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), 285-305.

Appendix A: Individual Interview Consent Form

You are invited to be in a research study of Chief International Officer (CIO) leadership influencing campus internationalization. You were selected as a possible participant because you were employed as the CIO at one of the 77 institutions identified in the Horn, Hendel, & Fry (2007) study, *Ranking the International Dimension of Top Research Universities in the United States*. I ask that you read this form and pose questions you may have before agreeing to be in the study.

This study is being conducted by: Leigh Neys, Department of Organization, Leadership, Development and Policy at the University of Minnesota, Twin Cities.

Procedures:

If you agree to be in this study you will be asked to set up an interview in person or electronically with Leigh Neys for approximately an hour and a half to answer questions related to your experience as CIO with campus internationalization. You will be asked questions about campus internationalization at your institution prior to 2007, your role in the process of internationalization, and identified leadership characteristics and other factors that may have influenced the process. This discussion will be recorded with your permission.

Confidentiality:

The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password protected laptop with access only to the researcher.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Leigh Neys. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at 605-228-

0230 or lneys@umn.edu. You may also contact the academic adviser for this research study, Dr. Michael Paige, at 612-624-0815 or r-paig@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the academic adviser, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; 612-624-1650.

You will be given a copy of this information to keep for your records.

By agreeing to an interview, you grant Leigh Neys consent to conduct this study.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study. [These details will be reviewed and you will be asked to grant verbal consent at the beginning of the taped interview]

Appendix B: Solicitation E-mail

Subject Line: Request to participate in Chief International Officer Leadership Interview

Dear [insert name here],

You have been contacted for this project because you have experience in working as a Chief International Officer (CIO) at one of the 77 institutions identified in the Horn, Hendel, & Fry (2007) study, *Ranking the International Dimension of Top Research Universities in the United States*. As a current director of international education for the University of Minnesota Duluth, I became interested in learning more about the experiences and characteristics of CIO leadership. In my role as a doctoral student in the College of Education and Human Development at the University of Minnesota-Twin Cities, I am conducting a research study about characteristics of CIO leadership influencing campus internationalization, and am requesting your participation in my research study.

Your insights are very important to this study. There is very little research and literature available about what constitutes effective campus internationalization leadership. The results of this study will serve as an important resource for new and mid-level international education professionals by offering insight into the characteristics of successful leaders. It will also inform higher education institutions of effective leadership characteristics of chief international officers and their influence on the internationalization process.

The research study for this study will be conducted through individual interviews. The interview will take approximately an hour and a half of your time. Your cooperation and assistance in granting this interview will be a critical component of this study. Ultimately, the results of this study will be shared with all research participants as well as the College of Education and Human Development at the University of Minnesota-Twin Cities.

If you have any questions, or wish any further information, please contact me at lneys@umn.edu or at [605-228-0230](tel:605-228-0230). Thank you for your time and consideration.

I look forward to hearing from you.

Sincerely,

Leigh Neys, Primary Investigator, University of Minnesota-Twin Cities

Appendix C: Interview Protocol for Chief International Officers

“You received a copy of the consent form by email. Do you have any questions about the consent form? Do you consent to participate in this interview? Before we begin with questions, I would also like to ask if I can record our conversation so that I can be sure that I am accurately capturing your response. Is that okay? I will turn on the voice recorder now. If you have no further questions, let’s begin the interview.”

I. Personal Information

1. How many years have(did) you worked(work) at [subject’s institution]?
 - a. How many years have(did) you worked(work) as the CIO?
2. How many years have you worked in higher education in total?
3. What is your educational background (i.e., degrees)?
4. What other positions have you been employed in higher education?
 - a. How did these other positions help prepare you for your CIO role?
5. When you started in higher education, was your goal to become a CIO?
 - a. If not, what were the key experiences that lead you to the position?

II. Leadership Information

6. How would you define your leadership style?
7. What are the most important leadership characteristics you utilize as a CIO?
8. What were the key experiences that shaped you as a leader?
9. What leadership characteristics do you believe are the most effective when leading internationalization efforts?
 - a. How do these leadership characteristics impact the success of leading internationalization efforts?

10. In what ways do you persuade others to follow your internationalization vision for the university?

III. Internationalization Information

11. What is your definition of campus internationalization?

12. What are the key challenges involved in internationalizing a campus?

a. How have(did) you handled(handle) those challenges?

13. What internal and/or external factors directly impacted the effectiveness of internationalization at [subject's institution]?

14. How do you utilize internationalization rankings in your work as CIO?

IV. Closing Questions

15. What advice would you give aspiring international education leaders about how to prepare themselves?

16. Is there anything else you would like to add?

Appendix D: List of Public Institutions Included in Population

Institution
University of California-Berkeley
Michigan State University
University of California-Los Angeles
University of Wisconsin-Madison
University of Minnesota-Twin Cities
University of Washington-Seattle
Indiana University-Bloomington
University of Michigan-Ann Arbor
University of Kansas Main Campus
University of Illinois-Urbana-Champaign
University of North Carolina-Chapel Hill
University of Texas-Austin
Ohio State University
University of Florida
Pennsylvania State University
University of Virginia
University of Pittsburgh
Texas A&M University
University of Arizona
University of Georgia
Arizona State University
Iowa State University
University of California-San Diego
Purdue University
University of Iowa

University of Massachusetts-Amherst

University of Illinois-Chicago

University of Maryland-College Park

University of California-Irvine

University of California-Santa Barbara

University of California-Davis

University of Colorado-Boulder

University of Kentucky

University of Utah

Rutgers University-New Brunswick

University of South Carolina-Columbia

University of Delaware

University of Cincinnati

University of Missouri-Columbia

University of Mississippi
