A Post-Intentional Phenomenological Exploration of Undergraduate Students’ Understanding of Global Leadership Through Short-Term Study Abroad Leadership Courses

A Dissertation
SUBMITTED TO THE FACULTY OF THE UNIVERSITY OF MINNESOTA
BY

Evan Witt

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

Michael Stebleton, Advisor

May 2023
Acknowledgements

When I started my PhD journey in the Fall of 2019, I remember walking into my first class and feeling a sense of unease and nervousness. I thought to myself, “am I good enough to be a doctoral student?” I wondered, “can I do this?” Four years later, I guess the answer to both of those questions was, “yes.” Completing a PhD, especially as a part-time student, takes an incredible amount of support and grace. I absolutely could not have finished this degree without the support of my wife, Kristal. She picked up extra parenting duty while I was in class or writing. She was my constant champion and always made me feel like I could do this. This degree is as much yours as it is mine. I love you.

To our kiddos, Ruby and Rhys, you have brought so much joy to my PhD journey. Ruby, you were born in my second semester and completed no less than four online PhD classes during Covid. You are going to have a great resume for kindergarten one day. Rhys, you were with me through the final year of my program providing so many smiles as I finished my dissertation. You both motivated me through the final stages of the dissertation so I could focus even more on our incredible family. I love you both and maybe someday you will read this whole thing.

To my parents, Denise and Don, you raised Brandon and me in a household that valued education. As community college professors, you raised us on college campuses. It is an honor to follow in your footsteps with a career in higher education. This doctorate is a testament to your support and advocacy for my education over the last 35 years. I love you both and look forward to celebrating this accomplishment with you. To my in-laws, Doug and Jenell, thank you for helping make Minnesota our new home and
welcoming me into the family. To Brandon, Nasia, Kelly, Adam, Turner, and Chelsey - thank you for all the ways you have supported me and Kristal the last four years, whether it be providing a distraction, watching the kids, or checking in.

Thank you to my OLPD community for providing support and guidance to me at every step of my PhD journey. To my advisor, Dr. Michael Stebleton, thank you for your willingness to serve as my advisor, mentor, and friend. You have always made time for me, provided pointed feedback, and advocated for me throughout my degree. To my committee, Dr. Tania Mitchell, Dr. Mark Vagle, and Dr. Chris Johnstone - your insights and feedback throughout my dissertation process helped me to produce work that is far beyond where I started. Thank you for challenging me, pushing me, and supporting me throughout this process. To my Higher Education doctoral students, especially Amanda Sharp, Leslie Boey, Terra Molengraaff, Ben Marcy, Tabatha Cruz, and so many more - thank you for your writing sessions, sharing drafts, and making it all feel possible.

As a part-time student, there were so many supervisors and colleagues who supported me along the way. Thank you to Lisa Gruszka and Beth Lingren Clark, from Orientation & Transition Experiences; thank you for hiring me in the first place, for supporting me as I started my program, and for believing in me to balance my work and studies. Thank you to Rhonda Jones-Webb, from the Division of Epidemiology and Community Health, for supporting me through my completion of coursework, dissertation milestones, and supporting me during my final writing stages. Thank you to Anne D’Angelo, from the Carlson Global Institute, for giving me the opportunity to apply some of what I learned in the dissertation process to our Global Executive
Programs. Thank you to my Leadership Minor community, especially Maggie Harris, June Nobbe, and Jessica Chung, for providing me space to learn and grow my own leadership practice with our amazing students while inspiring my topic for this dissertation. Thank you to the Learning Abroad Center team who has supported my work in short-term study abroad, especially Lindsey Lahr and Amy Garwood-Diaz.

As I reflect on the educational journey that preceded my PhD, I can’t help but appreciate some key educators in my life that have supported my path to this degree. To my high school guidance counselor, Allison Fifield, thank you for believing in me and helping me find James Madison University. To my closest mentors and colleagues at James Madison University, especially Joe Manning, Christy Bradburn, Bill Evans, and Mark Warner, thank you for providing me an environment to thrive while discovering my passion for leadership development. To my University of Maryland mentors, especially Ramsey Jabaji, Susan Komives, and Craig Slack, thank you for lighting the fire for my career in leadership development and global education. To this day I model so much of my practice and scholarship in your images. To my friends and colleagues in Doha, especially Melissa Winter, Ameena Hussain, and Denny Roberts, thank you for giving me the opportunity to experience life in an incredible part of the world while understanding how leadership looks so different across cultures.

Finally, thank you to all of my participants for their willingness to share their experiences with me. I was overwhelmed by the response to my inquiry and valued each opportunity I had to talk with each of you. Thank you for your time, your vulnerability, and your reflections. This dissertation is a testament to you. Your global leadership
inspires me, and I am happy to know that you are out there in the world doing great things.
Dedication

This study is dedicated to the many college students, around the world, who I have worked with throughout my career to seek ways to lead in ways that are equitable, socially responsible, and globally minded. You are changing the world, one leadership moment at a time. You inspire me and I am proud of you.
Abstract

Many colleges and universities within U.S. higher education make claims about their graduates understanding global leadership. In addition, American higher education has a unique opportunity to promote global leadership to help address our world’s most pressing issues, including education and healthcare disparities, violence towards those with marginalized identities, climate change, wars, and more. There are limited methods that provide students with the learning and development needed to have an understanding of global leadership. Short-term study abroad leadership courses are an emerging practice which aim to increase students’ understanding of global leadership, yet little is known about students’ experiences.

Utilizing a post-intentional phenomenological framework, this qualitative study seeks to explore how the phenomenon of undergraduate students’ understanding of global leadership may take shape through their participation in short-term study abroad leadership courses. A secondary research question explores how might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership. Interviews with a diverse sample of twelve students, representing three institutions from current students through alumni, were explored in addition to researcher post-reflexion and thinking with theory to produce an understanding of global leadership through participation in short-term study abroad leadership courses. Four key productions of the phenomenon were found including developing a leadership identity, influences of experiences, perceived impact of short-term study abroad courses on understanding of global leadership, and application of global leadership. Based on these productions of the
phenomenon, recommendations and approaches for practice, policy, and research are
provided.

*Keywords:* global, leadership, undergraduate, short-term, study abroad, leadership
course
Table of Contents

List of Tables ............................................................................................................. x

List of Figures ............................................................................................................. xi

CHAPTER ONE: INTRODUCTION ......................................................................... 1
  Introduction and Overview ..................................................................................... 1
  Definition of Terms ................................................................................................. 3
  Statement of the Problem ....................................................................................... 7
  Significance of the Problem ................................................................................... 9
  Gaps in the Literature ............................................................................................. 11
  Purpose of the Study .............................................................................................. 12
  Research Questions .............................................................................................. 13
  Researcher Positionality ....................................................................................... 13

CHAPTER TWO: LITERATURE REVIEW .............................................................. 15
  Introduction ........................................................................................................... 15
  Student Leadership Development ....................................................................... 15
    History and Context ............................................................................................ 15
    Student Leadership Development Theories and Models .................................... 17
    Student Leadership Development Outcomes ..................................................... 24
    Academic Student Leadership Development Courses ....................................... 26
    Global Leadership .............................................................................................. 28
    Short-term Study Abroad Leadership Courses ................................................ 30
  Study Abroad ....................................................................................................... 33
    History and Context ........................................................................................... 33
    Study Abroad Outcomes .................................................................................... 35
    Diversity and Study Abroad ............................................................................... 36
    Short-term Study Abroad ................................................................................... 38
    Covid-19 and Study Abroad ............................................................................... 40
  Theoretical Framework ......................................................................................... 41
  Summary ............................................................................................................... 50

CHAPTER THREE: METHODOLOGY ................................................................. 52
  Post-Intentionality Statement ............................................................................. 52
  Significance .......................................................................................................... 52
  Methodology .......................................................................................................... 54
  History of Phenomenology .................................................................................. 54
  Post-Intentional Phenomenology ......................................................................... 56
  Rationale ............................................................................................................... 58
  Research Design and Methodology ..................................................................... 59
    Context ................................................................................................................ 59
    Participants ......................................................................................................... 60
    Data Collection Design ...................................................................................... 64
    Data Collection .................................................................................................. 67
Study Abroad Research.................................................................161
Short-term Study Abroad Leadership Course Research.............163
Student Leadership Education Research.................................164
Conclusion ..................................................................................165

References ..................................................................................168

Appendix A: IRB Exemption Letter .........................................................191
Appendix B: Recruitment E-Mail .........................................................193
Appendix C: Semi-Structured Interview Guide: Interview One..................194
Appendix D: Semi-Structured Interview Guide: Interview Two..................195
Appendix E: Productions and Provocations of Undergraduate Students’ Understanding of Global Leadership..................................................196
List of Tables

*Table 1.* Demographics Study Abroad Participation for 2020/2021..........................36

*Table 2.* Lines of Flight Examples........................................................................70
List of Figures

*Figure 1.* Social Change Model of Leadership Development ............................................. 18

*Figure 2.* Social Action, Leadership, and Transformation (SALT) Model .............................. 19

*Figure 3.* Expansion of the Social Change Model of Leadership ........................................ 20

*Figure 4.* Model of Critical Leadership Development ...................................................... 21

*Figure 5.* Pyramid Model of Global Leadership .............................................................. 23

*Figure 6.* The Experiential Learning Cycle ....................................................................... 45

*Figure 7.* Global Leader Model ....................................................................................... 48

*Figure 8.* Global Leadership Development Model ............................................................ 49

*Figure 9.* Post-Intentional Phenomenology Methodological Research Triangle ............... 67

*Figure 10.* Post-Intentional Phenomenology Methodological Research Triangle Example ................................................................................................................................. 72

*Figure 11.* Productions and Provocations of Undergraduate Students’ Understanding of Global Leadership ...................................................................................................................... 78
CHAPTER ONE: INTRODUCTION

Introduction and Overview

Our world is faced with many challenges. Inequity, violence towards those with marginalized identities, climate change, exponential population growth, wars, and terrorism, to name a few. In response to all of these challenges, leadership is likely to matter (Heifetz, 2015). This need for leadership comes at a moment where we are experiencing a leadership crisis on a national and global scale, as citizens lack trust and confidence in their leadership (Global Leadership Index, 2014). Rises in populism, bans on immigration, threats to academic freedom, and anti-globalism may all have negative impacts on internationalization as we continue to see the many ways our societies and world are interconnected through health crises, such as Covid-19 (de Wit & Altbach, 2021; Marinoni et al., 2020). Our nation also continues to realize the implications of a Trump administration whose rhetoric and policies impacted global perceptions of the United States (U.S.) and student mobility within higher education (Altbach & de Wit, 2017). In the midst of all of this, American higher education has a unique opportunity to promote internationalization while developing global leaders (Adenoro, 2013; Childress, 2010).

In a 2003 statement, former Secretary of State Colin Powell said,

We are all students of the world we live in and today our world is more interdependent than ever before. The challenges we face in areas such as security, democratic development, economics, and health cannot be addressed by any country acting alone.
This statement still holds true today, as global competence remains a top priority within higher education working towards a more interconnected global community (Andenoro, 2013). The internationalization of higher education has been a reaction to the inevitability of globalization and carries many benefits for institutions including political, academic, and socio-cultural (Childress, 2010). While internationalization is a priority, there is no single model for internationalization. The most common model includes diverse partnerships, international students and staff, and globally collaborative activities (Knight, 2015). While many developments in internationalization have taken place in recent years, the arrival of Covid-19 has had a serious and lasting impact on higher education and study abroad with its full impact yet to be seen (Di Giovine & Bolinger de Uriarte, 2021).

Across higher education in the United States, colleges and universities are aspiring to graduate globally minded students with strong leadership skills (Helms & Brajkovic, 2017; Sowcik & Komives, 2020). There are limited methods that provide students with the learning and development needed to achieve both of these outcomes. While there are several campus-based initiatives that focus on the leadership development of students and on the internationalization of campuses, there are few initiatives that accomplish both. One emerging trend to address the need for global leaders is the development of short-term study abroad leadership courses (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Niehaus et al., 2012; Rosch & Haber-Curran, 2013).

Short-term study abroad leadership development courses are academic courses with curriculum centered on the study and practice of leadership within a global
environment (Montgomery & Arensdorf, 2012). The purpose of this study is to explore
undergraduate students’ understanding of global leadership through short-term study
abroad leadership courses. While the literature related to student leadership development
and study abroad are robust individually, there is little empirical research related to the
outcomes of undergraduate short-term study abroad leadership courses. This inquiry will
be grounded in the body of student leadership research taking place within the context of
short-term study abroad.

Definitions of Terms

It has been stated that there are almost as many definitions of leadership as there
are people who have attempted to define it (Stogdill, 1974). One leadership scholar found
that between 1900 and 1990, more than 200 different definitions of leadership had been
published (Rost, 1991). Leadership definitions have also evolved over history, with
varying focuses including leadership traits, behaviors, and situations (Komives et al.,
2013).

Northouse (2016) described leadership as a process, involving influence,
occurring in groups and working towards common goals. Based on these assumptions, he
defined leadership as, “a process whereby an individual influences a group of individuals
to achieve a common goal” (Northouse, 2016, p. 6). Another group of scholars defined
leadership as, “a relational and ethical process of people together attempting to
accomplish positive change” (Komives et al., 2013, p. 33). Building on this definition,
they have acknowledged that leadership is viewed differently across disciplines and
cultures; leadership can be exhibited in many ways; leadership can be learned, and ethical
action is needed to encourage change (Komives et al., 2013). Other scholars have gone so
far as to intentionally not provide an explicit definition of leadership, rather offering
detailed analysis of leadership components and concepts (Dugan, 2017).

One of the most widely used models of leadership development for college
students is the Social Change Model of Leadership Development (Social Change Model)
(Higher Education Research Institute, 1996). It is guided by several key assumptions
including that leadership is inclusive; it can be learned, and it is a process focusing on
equity, social justice, and change. Based on these assumptions, it defines leadership as a
“purposeful, collaborative, values-based process that results in positive change”
(Komives, et al., 2009, p. xii). This model has been expanded to include a focus on
racially minoritized students by adding new values to the model including liberation,
storytelling, fellowship, system challenging, power and oppression acknowledgement,
and support networks (Harper & Kezar, 2021). This expanded model provides a basis for
understanding leadership for college students, with a focus on social change, for the
purpose of this study.

In addition to defining leadership, there are a number of other terms important to
the inquiry of short-term study abroad leadership courses. This list highlights key
distinctions in each of the areas which contributed to this study. The definitions of these
terms provide clarity to the scope of each of the different elements.

*Internationalization*

Internationalization relates to the collection of international activities, partnerships,
research, and projects that could include branch campuses in other countries and the
inclusion of global concepts into the curriculum (Knight, 2004). Knight (2004) further
defined internationalization as “the process of integrating an international, intercultural,
or global dimension into the purpose, functions, or delivery of post-secondary education” (p. 2).

Leadership Education

Leadership education includes any learning activities that aim to enhance and foster leadership abilities. These can be provided in multiple contexts, including curricular and co-curricular (Guthrie & Jenkins, 2018). The overall purpose of leadership education is guided by the fact that the world is ever-changing, and we need to provide students with opportunities to learn the skills, attitudes, and concepts necessary to become effective leaders (Huber, 2002).

Student Leadership Development

Student leadership development refers to any program that intentionally develops holistic skills and builds leadership capacity for students engaging in the process (Komives & Sowcik, 2020a).

Leadership Development Courses

Academic student leadership courses are multidisciplinary, based in research theory and pedagogical models, offer academic credit, and identify clear outcomes (Riggio et al., 2003).

Short-term Study Abroad Leadership Development Courses

Short-term study abroad leadership development courses are academic courses with curriculum centered on the study and practice of leadership within a global environment (Montgomery & Arensdorf, 2012).
Global Leadership

This study uses a post-intentional phenomenological design to examine undergraduate students’ understanding of global leadership. Global leadership has been defined as, “the process and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity” (Reiche et al., 2017, p. 553).

Global Leaders

Global leaders are individuals who create positive change in organizations. This can be through building community, developing trust, organizing structures, involving multiple stakeholders, and multiple cultures (Mendenhall, 2013).

Global Leadership Competency

Global leadership competencies are the qualities that enable individuals to perform their job outside of their own culture, no matter their background or position they hold (Jokinen, 2005).

Study Abroad

Study abroad represents an experience in which a student gains academic credit from an international location which counts towards a United States degree (Rhodes et al., 2014). The goal of study abroad is to create more interculturally competent leaders who have the skills to positively navigate across different cultures (Institute of International Education, 2018).
Short-term Study Abroad

Short-term study abroad relates to any study abroad experience that takes place for less than eight weeks (Institute for International Education, 2022).

Faculty-led Study Abroad

Faculty-led study abroad is defined as a “credit-granting, college-level study abroad program where faculty accompany students from their universities as teachers and trip leaders” (Keese & O’Brien, 2011, p. 5)

High-Impact Practices

High-impact practices are evidence-based learning practices that provide significant educational benefits to students who participate in them. These include diversity/global learning, first-year seminars and experiences, learning communities, among others (Kuh, 2008).

Statement of the Problem

Developing global leaders has been a focus of governmental and educational associations, such as the American Council on Education (ACE), the Association of American College & Universities (AAC&U), and the Association of Public & Land Grant Universities (APLU), as they encourage Americans to become more globally and interculturally competent to compete economically and address significant worldwide challenges (Niehaus et al., 2019). Yet, a 2004 report titled, The Presidential Role in Internationalizing the University, claimed that the United States was falling short on nearly all indicators of international knowledge, awareness, and competence. It stated that internationalization not only improves learning, but it also better prepares students for the global workplace - while increasing economic competitiveness (National Association of
State Universities and Land-Grant Colleges, 2004). Further evidence of North America lagging behind its global peers in internationalization efforts is reflected in the *Global Survey of Internationalization in Higher Education*, which found that while 90% of the over 900 higher education institutions surveyed mention internationalization in their mission statements and/or strategic plans, only 33% of North American institutions did (Marinoni, 2019).

Some progress towards internationalization has been made, as noted in the 2017 report from the American Council of Education (ACE) titled, *Mapping Internationalization on U.S. Campuses*. In this report, 47% of institutions included internationalization among their top five strategic priorities, and 49% of reviewed mission statements included international or global activities. Of the priority activities listed for internationalization efforts, increasing study abroad was listed as the top priority (Helms & Brajkovic, 2017). In fact, study abroad in U.S. higher education has increased 75% in the last decade (Institute of International Education, 2020). A challenge with this increase is the lack of diversity of students who tend to study abroad. In 2018/2019, 68.7% of participants were White identifying and 67.3% were women (Institute for International Education, 2020). One misperception about this increase is the assumption that students will automatically gain global skills simply through participation, even without testing for these outcomes (de Wit, 2017). As programs seek to develop global leaders, evidence is key to test assumptions.

Internationalization is not the only focus of institutions. A study of institutional mission statements from the Association of American Colleges & Universities (AAC&U) found that of the Princeton Review’s *Best 331 Colleges*, 101 included leadership skills in
their mission statements (Meacham & Gaff, 2006). While there are a number of campus-based initiatives that focus on the leadership development of students and on the internationalization of campuses, there are few initiatives that accomplish both. The emergence of short-term study abroad leadership courses is evidence of attempting to dually fulfill these outcomes, yet there is little research to demonstrate their impact (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Niehaus et al., 2012; Rosch & Haber-Curran, 2013).

**Significance of the Problem**

The challenges facing our world call for interconnected and interdisciplinary solutions. Global programs, such as the Bill & Melinda Gates Foundation’s Global Grand Challenges and the shift from United Nations Millennium Development Goals to Sustainable Development Goals, both reflect the global collaborative efforts facing our world’s greatest challenges (Global Grand Challenges, n.d.; Sachs, 2012). This concept of a globally connected world, characterized by technological advances which break down cultural and national barriers, was popularized by the Thomas Friedman best-seller, *The World is Flat: A Brief History of the Twenty-First Century* (2005). To address these global challenges, there is a need to distinguish between the technical challenges, which are accompanied by clear definitions and solutions, with the adaptive challenges, which require learning, innovation, and a focus on changing systems (Heifetz et al., 2009). Addressing these adaptive challenges through global leadership cannot be accomplished individually by any one sector or nation. It will require collective leadership spanning all boundaries of our world (Bryson & Crosby, 2006).
Institutional missions and purpose statements frequently include leadership or language that demonstrates a commitment to graduates being proactive citizens in this global world, yet there are few tangible ways this is accomplished (Komives & Sowcik, 2020a). As higher education continues to internationalize, it is important to ensure quality. The motivations for internationalization may include a commercial advantage, knowledge and acquisition, and enhancing curriculum with international content. Initiatives can include branch campuses, cross-border collaborations, international student programs, and study abroad, among others (Altbach & Knight, 2007). Regardless of which efforts take place, there is a need to focus on quality output of academic and professional initiatives so the public can be made aware of the outcomes of these efforts (Altbach & Knight, 2007). Leadership educators are uniquely positioned to prepare leaders for the complexity of this global interconnectedness to address the impacts of globalization and interactions between leaders and their followers (Sowcik, 2015).

There are many opportunities presented by short-term study abroad leadership courses. In an attempt to understand the lack of diversity in study abroad programs, it has been found that barriers to participation include financial cost, time cost, lack of relevance, and lack of international experience (Brux & Fry, 2010; Esmieu et al., 2016; Gaia, 2015). Short-term study abroad leadership courses are applicable within any discipline, require less of a financial and time commitment than traditional semester long courses, and can provide an introduction to international experiences that is less intimidating. In the post-Covid environment, it would also benefit students who are skeptical about longer term travel. In addition to the opportunity to diversify study abroad experiences, the potential for developing global leadership outcomes remains largely
unexplored (Niehaus, 2018). Understanding the impact of these courses provides an opportunity to determine if this is a model for the future for global leadership education.

**Gaps in the Literature**

Research individually in the fields of student leadership and study abroad is robust (Astin & Astin, 2000; Dugan & Komives, 2011; Institute for International Education, 2022; Komives & Sowcik, 2020a; Rhodes et al, 2014). The literature shows that students can learn and develop leadership skills (Higher Education Research Institute, 1996; Huber, 2002; Parks, 2005). Student leadership outcomes have been demonstrated in the areas of self-awareness, group dynamics, common purpose, civic responsibility, and change (Council for the Advancement of Standards in Higher Education, 2020; Dugan et al., 2013; Seemiller, 2013). Study abroad has been identified as a high-impact practice and has demonstrated student outcomes including intercultural learning, world-mindedness, academic benefits, and personal growth (Douglas & Jones-Rikkers, 2001; Engle & Engle, 2004; Kuh, 2008; Miller-Perrin & Thompson, 2010).

While the separate bodies of literature related to study abroad and student leadership are extensive, research on the intersection of the two fields is limited. Several authors have highlighted the need to explore the opportunity for learning in short-term study abroad leadership courses (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Niehaus et al., 2012; Rosch & Haber-Curran, 2013). One recent study provided longitudinal, statistically significant evidence of the intercultural competence of students who participated in a short-term study abroad leadership course (Armstrong, 2020).
To better understand the impact of these experiences, this research aims to increase knowledge about the impact of short-term study abroad leadership courses while filling a void in the existing literature. Not only is it unknown how many of these courses exist within U.S. higher education, there is little evidence on the outcomes for students. With little existing research on this topic, this study focuses on the phenomenon of undergraduate students’ understanding of global leadership through participation in short-term study abroad leadership courses. This research will continue the national research agenda related to leadership education as a whole, in addition to providing evidence-based practice for the value of these courses.

**Purpose of the Study**

The purpose of this study is to explore undergraduate students’ understanding of global leadership through participating in short-term study abroad leadership courses. This inquiry will focus on the phenomenon of undergraduate students’ understanding of global leadership to build on the knowledge about the experiences of students participating in short-term study abroad leadership courses (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Niehaus et al., 2012; Rosch & Haber-Curran, 2013). It utilized a post-intentional phenomenological design to explore the phenomenon using participant interviews. This foundational inquiry will provide opportunities for future research on population specific student experiences. For example, students who study abroad at lower rates, such as low-income students, Students of Color, and male students.
Research Questions

To explore undergraduate students’ understanding of global leadership through short-term study abroad leadership courses, this study will pursue two overarching research questions.

**Research Question:** How might students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses?

**Secondary Research Question:** How might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?

Researcher Positionality

As I engaged in the inquiry of undergraduate students’ understanding of global leadership through short-term study abroad leadership courses, it was important to consider my own identities, experiences, and positionality to the topic itself. My identities as a straight, White, able-bodied, cisgendered man significantly impact the ways in which I navigate and experience the world. This is particularly relevant in leadership contexts where, historically, leadership has been associated with White and male identities. This tendency for White men to assume leadership roles has socialized me and others to see my own potential to be a leader. In my teaching and research on leadership, I am critical of my own identities and how the field of leadership education has been founded in historically White ways of leading.

Student leadership development and international education have both been cornerstones of my ten-year career in higher education. I first became fascinated with the concept of teaching leadership skills as an undergraduate student at James Madison University, where I created my own academic concentration on studying leadership
within my Psychology program. This interest in leadership carried throughout my master’s program at the University of Maryland, where my capstone project included a literature review of undergraduate student leadership programs. To date, all of my professional positions have included components of student leadership education, in addition to teaching a number of undergraduate leadership courses at the University of Maryland and the University of Minnesota. Early in my career, I also had the opportunity to work abroad over the course of five years. Through this work in Qatar, New Zealand, and with Semester at Sea, my interest in teaching leadership within global contexts was developed. I was able to actualize this interest at the University of Minnesota through my own short-term study abroad course titled, *Leadership & Social Change in Ireland*.

My experience with student leadership education in global contexts is grounded deeply in my beliefs that leadership can be taught and that we need more leaders who think globally while acting in socially responsible ways. My own development of leadership opportunities in global contexts is indicative of my belief in their potential to be impactful practices. Through this inquiry, I challenged my assumptions about short-term study abroad leadership courses as a powerful pedagogical tool to develop global leaders. My inquiry filled a significant literature gap and expanded what is known about the ways these programs can increase the number of global leaders in our world.
CHAPTER TWO: LITERATURE REVIEW

Introduction

The literature in the fields of study abroad and student leadership are extensive individually. Yet research on short-term study abroad leadership courses is limited. This study will be grounded in the literature of student leadership development and influenced by the field of study abroad literature. This literature review will highlight the history, models, outcomes, and academic curriculum related to undergraduate student leadership development. The history, outcomes, models, and barriers related to study abroad, including implications from the Covid-19 pandemic, will also be addressed. It will be concluded with a focus on the theoretical framework for this study. Through this careful review, this study is positioned to contribute to the growing body of literature around undergraduate short-term study abroad leadership courses.

Student Leadership Development Literature Review

History and Context

Colleges and universities often state leadership as an intended student outcome. Therefore, leadership should be a shared institutional priority, both within the curriculum and co-curriculum, to provide learning opportunities for students to practice leadership (Sowcik & Komives, 2020). The proliferation of student leadership development programs to achieve these expectations has been a cornerstone of college campuses for decades (Dugan & Komives, 2011). This includes the full range of leadership education opportunities, such as curricular, co-curricular, undergraduate, graduate, discipline-specific and interdisciplinary opportunities (Guthrie & Jenkins, 2018).
Student leadership development refers to any leadership education program that intentionally develops skills and builds leadership capacity for students who seek to be better leaders while engaging in the leadership process (Komives & Sowcik, 2020b). Several key developments toward the formalization of student leadership programs on college campuses were included in the 1985 National Leadership Programs Resource Guide from the American College Personnel Association (CAS, 2020) and Leadership Reconsidered (Astin & Astin, 2000). The Kellogg Foundation also sponsored 31 campus programs in the 1990s that demonstrated growth in civic responsibility, leadership skills, multicultural awareness, understanding of leadership theories, and personal values. It was also found that on campuses with leadership programs, even the students who did not participate in the programs had indirect gains in leadership outcomes (Zimmerman-Oster & Burkhart, 1999).

Leadership programs can be separated into curricular and co-curricular experiences. Curricular experiences are those that happen within academic programs, while co-curricular experiences occur outside of academic classrooms. According to a voluntary database through the International Leadership Association, there are over 2,000 curricular leadership programs (International Leadership Association, 2020). Leadership is studied in many disciplines but can be centered in liberal arts with an emphasis on critical thinking, communication, cross-cultural understanding, ethics, and civic engagement (Guthrie & Callahan, 2016). Both curricular and co-curricular leadership programs are guided by the Council for the Advancement of Standards in Higher Education (CAS) through their student leadership standards, which are reviewed every ten years (CAS, 2020).
Student Leadership Development Theories and Models

Coinciding with the history of student leadership development as a discipline, there is a long history of leadership theories. These theories date back as far as the mid-1800s with Great Man Theory focusing on leadership as a trait with which individuals are born. Trait Theory followed in the early to mid-1900s, focusing on the characteristics of leaders. From the 1950s to 1980s, there were a number of theories including Behavioral, Situational, and Influence. The theories of the 1980s remain relevant today and are characterized by Reciprocal and Systems approaches to leadership (Komives et al., 2013). In a review of leadership education of higher education, Komives and Sowcik (2020b) identified the Leadership Challenge (Kouzes & Posner, 2012), Relational Leadership Model (Komives et al., 2013), Servant Leadership (Greenleaf, 1977), the Social Change Model of Leadership Development (Higher Education Research Institute, 1996), Transformational Leadership (Burns, 1978), and social justice and leadership education (Dugan, 2017) as some of the most widely used and popular models with college students.

One of the most widely used models is the Social Change Model of Leadership Development (Higher Education Research Institute, 1996). This model was specifically designed for college students, and it approaches leadership as a “purposeful, collaborative, values-based process that results in positive change” (Komives et al., 2009, p. xiii). A strength of the model is that it is guided by several key assumptions including that leadership is inclusive; it can be learned, and that it is a process focusing on equity, social justice, and change. The model includes individual values, group values, and societal/community values. Within each one of the values, there are components of
leadership, including consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. This model can be assessed through the Socially Responsible Leadership Scale (SRLS) (Tyree, 1998). It also serves as the foundation for the Multi-Institutional Leadership Study (MSL), which is the largest student leader data collection (Dugan & Komives, 2007).

![Social Change Model of Leadership Development](image)

**Figure 1. Social Change Model of Leadership Development**

Although widely used, the Social Change Model of Leadership Development has a number of limitations that have been highlighted by other leadership models. The Social Action, Leadership, and Transformation (SALT) Model was developed in part to address concerns related to the Social Change Model of Leadership Development’s lack of clarity on what qualifies as positive social change, lack of defining social justice, and lack of integrating marginalized perspectives into the model’s core elements (Museus et al., 2017). The SALT Model was developed collaboratively by the National Center for
Institutional Diversity (NCID) at the University of Michigan and the National Institute for Transformation and Equity (NITE) at Indiana University. The elements of the SALT Model include capacity for empathy, critical consciousness, commitment to justice, equity in purpose, value of collective action, controversy with courage, and coalescence (Museus et al., 2017).

Figure 2. Social Action, Leadership, and Transformation (SALT) Model

Limitations of the Social Change Model were highlighted and expanded upon to specifically include racially minoritized students (Harper & Kezar, 2021). One of the core critiques of the Social Change Model is that it provides a singular approach to leadership and perpetuates a leadership style that is collaborative and civil (Cabrera et al., 2019). Racially minoritized students may have different strategies for achieving positive social
change including protests, sit-ins, and acts of resistance on college campuses.

Additionally, the Social Change Model fails to directly address power, oppression, and knowledge from Students of Color (Harper & Kezar, 2021). Expanded elements of the Social Change Model exist within the original values of Individual, Group, and Community. Individual values were expanded to include liberation and storytelling. Group values were expanded to include system challenging, controversy with civility (or courage), power and oppression acknowledgement, and support networks. Community values were expanded to include fellowship (Harper & Kezar, 2021).

Figure 3. Expansion of the Social Change Model for Leadership Development

Additional critiques of the Social Change Model include that alternations of the model have yet to be made based on research and that, although grounded in justice, there
is not an explicit value tied to it (Dugan, 2017). To address this need for more updated, justice-focused perspectives in leadership education, the Integrated Model of Critical Leadership Development was developed (Dugan, 2017). Critical leadership involves dismantling power dynamics, oppressive structures and inequities that influence how leadership processes are understood and enacted. It acknowledges that leadership development does not happen in isolation, as it draws heavily on the environments, cultures, and contexts in which we operate. It is grounded in the field of critical social theories, which focus on root causes and societal inequalities (Agger, 2013). In order to understand the complexity of this concept, the Integrated Model of Critical Leadership development was created (Dugan, 2017). This model offers a complex view of leadership concepts. It focuses on the environment, developmental factors, fundamental abilities, and domains of critical leadership development - all of which, when considered collectively, can provide formal and informal leadership theory (Dugan, 2017).
An additional important model which focuses on leadership identity of college students is the Leadership Identity Development Model (Komives et al., 2006). This is a stage-based model which was developed using grounded theory. Thirteen student participants were interviewed about their experiences related to their leadership identity. Leadership identity was understood as the process of student leadership development that integrated student development perspectives. A six-stage model was created which includes the following:

- Stage 1: Awareness
- Stage 2: Exploration/Engagement
- Stage 3: Leader Identified
- Stage 4: Leadership Differentiated
- Stage 5: Generativity
- Stage 6: Integration/Synthesis (Komives et al., 2006)

The transition from stage three to stage four was considered to be a key developmental transition as leaders moved from leader identified to leader differentiated. This model has been used in practice to support students as they move through developmental stages of their leadership identity.

Outside of the student leadership literature, but relevant for the purposes of this study, is the Pyramid Model of Global Leadership (Osland, 2018). Acknowledging global leadership as a developmental process, this model proposes five levels of progression that a leader must navigate to reach higher level competencies. The foundation of the model is
global knowledge which develops into second level threshold traits, including integrity, humility, inquisitiveness, and resilience (Osland, 2018). Level three of the model includes attributes and orientations including cognitive complexity and global mindset. Level four reflects the necessary interpersonal skills including mindful connection, creating and building trust, and multicultural team building. The level five skills, which are framed as system skills that capture all previous levels, include the ability to make ethical decisions, lead change, influence stakeholders, build community, and span boundaries (Osland, 2018). This model’s tiered approach to global leader skills offers an important road map in development.

Figure 5. Pyramid Model of Global Leadership

Sources: Adapted from Bird & Osland (2004); Osland (2008)
**Student Leadership Development Outcomes**

The field of student leadership development is guided by the Council for the Advancement of Standards in Higher Education (CAS). This consortium gathers over 40 higher education professional associations to develop standards for 47 functional areas. The latest Leadership Education and Development Standards (2020) are the third iteration of these standards, previously having been released in 1996 and 2009. These most recent standards include mission, program goals, student learning, assessment, access, management, human resources, collaboration, ethics, financial resources, technology, and facilities. Outcomes for students are framed by competencies to include foundations of leadership, intrapersonal development, interpersonal development, development of groups, and strategic development. Outcomes specific to student leadership programs include self-understanding, authenticity, collaboration, social responsibility, seeking diverse perspectives, and problem solving among others (CAS, 2020).

When discussing outcomes from student leadership development programs, it can be viewed at the individual, institutional, and community levels. Foundational student leadership research funded by the Kellogg Foundation found outcomes at each of these levels (Zimmerman-Oster & Burkhardt, 1999). Individual outcomes were associated with commitments to service, improved communication, higher sense of social responsibility, increased political efficacy, increased self-esteem, and improved problem solving. Institutional outcomes included improved collaboration, improved external support, improved community communication, improved communication across ethnic groups, curriculum improvement, and improved image from the community perspective.
Community outcomes included enhanced communication with the institution, improvements in community organizations, increased political involvement, creation of new nonprofit organizations, and an improved economy (Zimmerman-Oster & Burkhardt, 1999).

As mentioned earlier, the Multi-Institutional Study of Leaders (MSL) is the largest assessment of student leadership development. It uses the Social Change Model (Higher Education Research Institute, 1996) as the theoretical model for understanding how students develop their capacity for socially responsible leadership. The core of the assessment was adapted from the Socially Responsible Leadership Scale (Tyree, 1998). This study began in 2006 to examine the socially responsible leadership behaviors of college students. Since 2006, more than 350 campuses and over 600,000 college students have completed the MSL (Multi-Institutional Study of Leadership, 2023). This study provides quantitative data on student outcomes related to each of the components of the Social Change Model which includes consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change. Based on this data, impactful leadership practices have been identified to include engaging in socio-cultural issues discussions, mentoring, and community service (Dugan et al., 2013).

One way to capture student leadership is through specific competencies. In a 2013 study, learning outcomes from all 522 accreditation manuals for U.S. higher education were identified and analyzed (Seemiller & Murray, 2013). In total, there were over 18,000 learning outcomes identified. From this larger list, 60 specific outcomes congruent with leadership development were identified as competencies. These 60 leadership competencies would later be categorized into eight clusters, including learning
and reasoning, self-awareness and development, interpersonal interaction, group
dynamics, civic responsibility, communication, strategic planning, and personal behavior
(Seemiller, 2013).

**Academic Student Leadership Development Courses**

Academic student leadership courses are one of the most popular methods for
facilitating student leadership development (Mitchell & Daugherty, 2019; Rosch &
Jenkins, 2020). Across United States higher education institutions, there are over 2,000
curricular leadership programs (International Leadership Association, 2020). A recent
study (Guthrie et al., 2018) conducted a descriptive analysis of these programs to find
that there are 13 associate degrees, 241 certificates, 324 bachelor’s (including majors and
minors), 651 master’s, and 329 doctoral degrees. These programs represent a wide range
of institutional types, academic disciplines, curriculum delivery methods, and
foundational frameworks. A recent issue of *New Directions for Student Leadership*
(Sowcik & Komives, 2020a) offered an overview of approaches to leadership from a
range of academic disciplines, including agriculture, political science, sociology,
business, communication, higher education, engineering, medicine, and military science.
Some scholars argue that leadership should be studied from a multidisciplinary
perspective (Riggio, Ciulla, & Sorenson, 2003), while others claim that it is centered in a
liberal arts curriculum due to its focus on critical thinking, communication, cross-cultural
understanding, ethics, and civic engagement (Guthrie & Callahan, 2016).

When developing academic student leadership programs, there are a range of
considerations to be made. Riggio et al. (2003) provided one of the early
recommendations to consider in developing leadership studies programs. This included
that programs should be multidisciplinary, contain academic credit, be based in theory and research, and identify clear outcomes. Additionally, they named key curricular elements, including leadership foundations, ethics, experiential leadership, and cross-disciplinary perspectives. The International Leadership Association also provided some key considerations in developing academic student leadership programs through their guiding questions (International Leadership Association, 2009). This list provides a framework to self-assess a program. Focus areas include context, conceptual framework, content, teaching and learning, and outcomes and assessment. Each one of these areas is accompanied by specific questions to be explored. For example, the question “what is the conceptual framework of the leadership education program?” is listed under the conceptual framework area (International Leadership Association, 2009, p.9).

While there is a broad range in the ways that academic student leadership is taught and understood, some commonalities exist. In a research study of 15 leadership majors, it was found that all programs discuss the balance of theory and application. Additionally, there were commonalities in the use of theory, focus on skills, and emphasis on context. Some of the most common skills included change making, communication, and conflict management. A list of six course focus areas also emerged, including history and theories, skills and behaviors, context, current issues, practicum, and support (Brungardt et al., 2006). This study was later used to evaluate Minor in Leadership and Minor in Leadership Studies curriculums, which found a wide range of practices and curricular designs across the programs. While a need for flexibility and innovation in program design is important, the authors advocated for great harmonization of academic leadership program designs (Diallo & Gerhardt, 2017). When developing
these leadership courses, minors, and majors, it is important to consider a range of elements, including course design, learning outcomes, program contents, and course instructors (Mainella & Love, 2011).

In a study of academic student leadership courses, it was found that discussion, reflection, self-assessment, and case studies were the most common instructional strategies. The most common forms of assessment were individual and group projects, writing assignments, and presentations (Jenkins, 2018). While considering many of the current trends in academic student leadership courses, Rosch and Jenkins (2020) offer recommendations for enhancing the academic student leadership curriculum. These recommendations include more connections between leadership learning and practice, structured feedback for both individuals and groups, employing more role-playing or simulations, and positioning debrief discussions in context.

Global Leadership

Global leadership is a subset of student leadership education that has emerged across United States higher education. Beginning in the late 1980s, research and frameworks in global leadership have increased significantly in the last decade. Between 2010 and 2014 alone, 181 academic journal articles, 31 scholarly book chapters, and 39 doctoral dissertations were published (Mendenhall et al., 2016). Within the field of global leadership, the concept has been defined as, “the process and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity” (Reiche et al., 2017, p. 553).
Student leadership outcomes have also been described in the context of global leadership education. One proposed framework for global leadership included a list of five key learning outcomes for developing the next generation of leaders. This list included understanding global issues, a commitment to cultural sensitivity and inclusion, possessing the knowledge and skills to work in a complex world, practicing leadership for positive change globally, and a commitment to socially responsible leadership for the common good world-wide (Brown et al., 2012). This list of outcomes was used in both curricular and co-curricular programs as part of a Global Leadership Project aiming to develop the global leadership skills of students.

There are several global leadership competencies, which have been defined as the universal qualities that enable individuals to perform their job outside of their own culture or background, regardless of the job responsibilities, to include self-awareness, engagement in personal transformation, and inquisitiveness (Jokinen, 2005). Analysis of the competencies and instruments to assess them have regularly been captured through the literature (Bird & Stevens, 2018; Gravelle, 2020; Jokinen, 2005). Some of the most popular assessments of global leadership competencies include the Intercultural Development Inventory (Hammer & Bennett, 2001), Cultural Intelligence (Earley & Ang, 2003), Global Competencies Inventory (Stevens et al., 2014), and the Intercultural Effectiveness Scale (IES) (Bird et al., 2008).

The Intercultural Development Inventory assesses individuals across a number of ethnocentric and ethnorelative stages of development. Ethnocentric stages include denial, defense, and minimization. Ethnorelative stages include acceptance, adaptation, and integration. It measures intercultural competence through a 50-item assessment that has
been translated into 17 languages (Hammer & Bennett, 2001). While popular, this instrument has been critiqued for its structure and the limitations within each of the stages. The Cultural Intelligence inventory assesses four dimensions of intelligence across drive, knowledge, strategy, and action (Earley & Ang, 2003). The Global Competencies Inventory assesses three main factors. Perception management, which includes non-judgmentalness, inquisitiveness, tolerance of ambiguity, cosmopolitanism, and category inclusiveness. Relationship management includes relationship interest, interpersonal engagement, emotional sensitivity, self-awareness, and behavioral flexibility. Finally, self-management includes optimism, self-confidence, self-identity, emotional resilience, non-stress tendency, stress management, and interest flexibility (Stevens et al., 2014). Finally, the Intercultural Effectiveness Scale looks at three dimensions. They are continuous learning, which includes self-awareness and exploration; interpersonal engagement, which includes global mindset, and relationship interest; and hardiness, which includes positive regard and emotional resilience (Bird et al., 2008). Each of these instruments has their own strengths and limitations but all contribute to the understanding of what constitutes global leadership competencies.

**Short-term Study Abroad Leadership Courses**

Although leadership development may not be a stated outcome of all study abroad programs, there are examples of leadership-focused study abroad programs that have facilitated leadership development for students in international contexts (Niehaus, 2018). Specifically, faculty-led study abroad programs have provided new opportunities for students studying leadership development (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Keese & O’Brien, 2011). A number of universities within the U.S. have
established international leadership experiences that take place through study abroad (e.g. School of Leadership Studies at Gonzaga University; McDonough Center for Leadership & Business at Marietta College; Jepson School of Leadership Studies at University of Richmond; School of Leadership and Education Sciences at University of San Diego (Armstrong, 2020). Short-term study abroad leadership development courses are academic courses with curriculum centered on the study and practice of leadership within a global environment (Montgomery & Arensdorf, 2012). Throughout the literature there are several examples of these programs that demonstrate student learning.

One way to assess student learning in global leadership is through Global Leadership Development Plans (GLDP) (Niehaus et al., 2012). These plans were implemented in a yearlong experiential education program focusing on addressing global issues that included a 10-day international service-learning experience in Uganda. The GLDP had four components, including a self-assessment, a development plan, a reflection on what they were learning from the plan, and action planning through a Future Leadership Development Plan. This experiential learning framework contributes to the literature, as it emphasizes intentional reflective curriculum to enhance learning through global leadership experiences.

Curriculum design in study abroad leadership courses is critical to enhance student learning, which was demonstrated through curriculum designs shared from two institutions. One Midwest institution provided key course objectives used when creating their study abroad leadership courses (Montgomery & Arensdorf, 2012). While it was important to adapt concepts to the local context, cognitive, attitudinal, and behavioral course objectives were prioritized. These included immersing students through cultural
pre-trip and on-site activities, encouraging tolerance for cultural differences, and making connections between leadership theory and real-life application. This article framed important considerations as faculty develop leadership curriculum to be delivered within a variety of global contexts (Montgomery & Arensdorf, 2012). The Ohio State University provided a study abroad program as part of a two-year experiential leadership program (Earnest, 2003). It included the completion of two seminars before taking part in a six-week study abroad. Through formal and informal dialogues and teaching, the students gained knowledge through experiences, such as studying local history, experiencing home stays with local families, and observing differences in governmental, religious, educational, and cultural institutions (Earnest, 2003).

The literature provides two empirical studies of outcomes related to short-term study abroad leadership courses. One study assessed students on a nine-day leadership-orientated study abroad course in Italy (Rosch & Haber-Curran, 2013). This study had students complete a quantitative assessment, in addition to qualitative assessments, through content analysis of student reflection papers. All students demonstrated increases in the quantitative assessments, but the low sample size of ten students did not yield statistically significant results. The content analysis of the reflections yielded three main themes, including immersion within another culture, the pairing of classroom and field experiences, and personal development. A more recent study used the Intercultural Effectiveness Scale as a pretest-posttest for a cohort of approximately 20 students over a five-year period from 2013-2017 (Armstrong, 2020). These students participated in an Intercultural Perspectives on Leadership course that took place in Zambia over five weeks. Statistically significant gains were found in overall intercultural competency.
across continuous learning, interpersonal engagement and hardiness, as well as each of
the six competencies of self-awareness, exploration, global mindset, relationship interest,
positive regard, and emotional resilience. Implications for leadership educators included
the value of reflection, importance of sustained engagement with local communities, a
commitment to pre-post learning, and the value of engaged teaching.

**Study Abroad Literature Review**

**History and Context**

Study abroad has existed within U.S. higher education as early as the late 1800s,
with campuses providing their students the opportunity to study away for academic credit
(Rhodes et al., 2014). Throughout the early to mid-1900s, study abroad education was
heavily influenced by U.S. governmental priorities related to foreign language
development and national defense (Rhodes et al., 2014). It was not until the 1980s that
individual colleges and universities began to develop their own programs and viewed it
as an emerging trend (Goodwin & Nacht, 1988). The growth in the number of students
participating in study abroad grew steadily throughout the 1990s, with 70,727 students
studying abroad in 1990 and 154,168 students studying abroad in 2000 (Institute for
International Education, 2022). In 2004, the U.S. Congress explored the expansion of
study abroad with the goal of one million students to study abroad within a single
academic year (Lincoln Commission, 2005). This goal has yet to be met, although over
the last decade there has been a 75% increase in study abroad participation in the United
States, resulting in nearly 350,000 U.S. students studying abroad in the 2018/2019
academic year (Institute for International Education, 2020). In 2020, the impact of Covid-
19 was acutely felt in the study abroad field, with 81% of students being evacuated in the
Spring of 2020 and 64% of institutions canceling all programs abroad for Fall 2020 (Martel, 2020a, Martel, 2020b). The next chapter in the development of study abroad is unclear, as the impact of Covid-19 remains to be fully understood. The impact and implications for Covid-19 and study abroad will be discussed later in this chapter.

While there are several ways a student might study abroad, the essential characteristic of study abroad involves students gaining academic credit from an international location that counts towards a U.S. degree (Rhodes et al., 2014). It is important to acknowledge that within study abroad there are a number of classifications of experiences that exist. These include study tours, short-term study, cross-cultural contact programs, and cross-cultural immersion programs (Engle & Engle, 2003; Institute of International Education, 2020). These experiences can be administered through exchange programs, direct enrollment with global institutions, or study centers run by home institutions in foreign countries. Students may be housed in residence halls, local apartments, or homestays with local families (Rhodes et al., 2014).

Across U.S. campuses, study abroad remains a top institutional priority today. Every five years, the American Council of Education (ACE) provides a report, *Mapping Internationalization on U.S. Campuses*, which overviews internationalization efforts. Internationalization, within the context of higher education, has been defined as a strategic, coordinated process that aligns international policies, programs, and initiatives that position the institution to be more internationally connected (Helms & Brajkovic, 2017). In their most recent report, 47% of institutions included internationalization among their top five strategic priorities, and 49% of reviewed mission statements included international or global activities. Of the priority activities listed for
internationalization efforts, increasing study abroad was listed as the top priority (Helms & Brajkovic, 2017). Study abroad also received increased institutional financial support for both faculty development funding and student scholarships.

**Study Abroad Outcomes**

Student learning and development outcomes as a result of study abroad have been well documented by a number of different authors from differing focal points. Generally, the most common finding in study abroad research is about the life changing’ transformational experiences that students have while abroad (Ingraham & Peterson, 2004). Outcomes can also be viewed from both internal and external outcomes (Miller-Perrin & Thompson, 2014). External outcomes include language acquisition and intercultural learning (Engle & Engle, 2004), world-mindedness (Douglas & Jones-Rikkers, 2001), and academic benefits (Cisneros-Donahue et al., 2012). Internal outcomes related to personal growth include life purpose, identity development, and spirituality (Miller-Perrin & Thompson, 2010).

Study abroad has been identified as a high-impact practice in cultivating diversity and global learning by the Association of American Colleges & University (AAC&U). AAC&U’s list of high-impact practices provides educational practices that promote student success (Kuh, 2008). Study abroad impacts include academic achievement, engagement in educationally purposeful activities, persistence, knowledge of human cultures and the physical/natural world, intellectual and practical skills, personal and social responsibility, and post college performance (Kuh, 2008).

Longitudinal outcomes related to study abroad have also been demonstrated through the *Beyond Immediate Impact: Study Abroad for Global Engagement* study.
This study surveyed over 6,000 study abroad participants about their global engagement activities which included civic engagement, knowledge production, philanthropy, social entrepreneurship, and living a modest lifestyle. Results indicated that study abroad had an impact on the five dimensions of global engagement as well as subsequent educational and career choices.

Diversity and Study Abroad

While the benefits of studying abroad have been demonstrated, a gap exists in the students who access the benefits of this opportunity. As recently as 2008, over 80% of study abroad participants were White identifying (Institute for International Education, 2022). While the diversification of study abroad participation has been a focus in the last decade, little progress has been made. In the 2020/2021 academic year, 68.3% of participants were White identifying and 65.9% were women. When analyzed further, even more striking statistics were identified by racial/ethnic groups. For example, only 4.1% of participants identified as Black or African American, and .04% of participants identified as American Indian or Alaska Native (Institute for International Education, 2022).

Table 1 Demographics Study Abroad Participation for 2020/2021

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>65.9%</td>
</tr>
<tr>
<td>Men</td>
<td>34%</td>
</tr>
<tr>
<td>White</td>
<td>68.3%</td>
</tr>
<tr>
<td>Hispanic or Latino(a)</td>
<td>12.3%</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Other Pacific Islander</td>
<td>10%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>4.1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.8%</td>
</tr>
</tbody>
</table>
Participation in study abroad has been studied through a number of identity groups. This includes differences between gender (Salisbury et al., 2011), race (Brux & Fry, 2010), income (Twombly et al., 2012), sexuality (Bryant & Soria, 2015), and ability (Twill & Guzzo, 2012). There are also impacts that occur through multiple identities, such as the ways in which Students of Color make financial decisions throughout their college experience (Brux & Fry, 2010). The gaps in study abroad participation are complex, and reasons for lack of participation can vary by group.

One approach to understanding the lack of diversity in study abroad experiences is to look at the choice to study abroad. A 2011 study of nearly 7,000 students from the Wabash National Study on Liberal Arts Education indicated a few differences in students’ aspirations to study abroad across various racial groups (Salisburg et al., 2011). These differences existed across human, financial, social, and cultural capital. Examples included the effects of stereotype threat on African American student participation and academic conflicts within the Asian-American student population. As a result of these findings, the authors encouraged administrators to invest in targeted marketing messages for specific groups of students and to deconstruct some of the ways in which study abroad programs can perpetuate the lack of diversity they are attempting to address.

More recent calls to address this have been provided through the work of Minority Serving Institutions (MSIs) and the Association of International Educators (NAFSA). In a 2016 report focusing on expanding study abroad at Minority Serving Institutions, recommended strategies included engaging faculty, updating curriculum, addressing financial burdens, mitigating time costs, and learning through collaboration (Esmieu et al., 2016). A unique opportunity was also developed for students from MSIs
to participate in a four-week study abroad program grounded in cross-cultural engagement, identity exploration, and vulnerable classroom environments (Blake et al., 2020). NAFSA released a publication, *Promoting Inclusion in Education Abroad: A Handbook of Research and Practice*, that called on educators to not only support students but to advance the research agenda. It highlighted an overview of underserved populations in study abroad including, Students of Color, First-Generation students, male students, students with disabilities, community college students, students in the sciences, engineering students, and undocumented students (Barclay & Gozik, 2018).

**Short-term Study Abroad**

There is debate within the study abroad literature in determining the optimal program duration to enhance student learning (Coker et al., 2018; Dwyer, 2004; Gaia, 2015). Historically, semester and year-long study abroad programs have been the dominant program model, but in recent years, the emergence of short-term study abroad programs has occurred. Short-term study abroad programs are defined as any program that is eight weeks or less in duration (Institute for International Education, 2022). In the 2018/2019 academic year, this accounted for 65% of study abroad programs (Institute for International Education, 2022). Guidance for short-term study abroad programs has been provided by the Association of International Educators (NAFSA) through their *Guide to Successful Short-Term Programs Abroad* publication (Spencer & Tuma, 2007).

A 2004 study by the Institute for the International Education of Students (IES) assessed its alumni from 1950-2000. This study compared outcomes for students who studied abroad for a full year, full semester, and summer term. The study demonstrated that full year study abroad participants were more likely to live with a host family, take a
foreign university course, and use a foreign language on a regular basis compared to shorter term experiences. It also demonstrated that summer term students were more likely, or as likely, as longer-term students to experience increased self-confidence, have a lasting impact on worldview, and develop an interest in another culture (Dwyer, 2004). While longer term programs may provide the most significant learning experiences, short-term experiences can still provide significant outcomes across a number of important areas (Dwyer, 2004).

More recent studies have demonstrated short-term study abroad efficacy (Gaia, 2015, Strange & Gibson, 2017). Through using a pre-post test format, a study of 136 participants in a short-term faculty-led study abroad program demonstrated awareness of other cultures, appreciation of impact of other cultures, and awareness of one’s personal identity (Gaia, 2015). Outcomes that were not as well demonstrated included the value of living in complex situations, respect or different cultural perspectives, and a sense of responsibility to others. Another study focusing on transformative learning, defined as a change in how one understands the world, identified that program lengths of 19-35 days, 36-49 days, and over 50 days all produced similar results. Program lengths of 0-18 days produced worse results, cautioning that while learning can take place in short-term programs, the duration still matters (Strange & Gibson, 2017).

Beyond outcomes, short-term study abroad programs also provide an alternative format to overcoming barriers related to participating in semester or year-long study abroad opportunities. In a study focusing on multicultural students’ participation in study abroad, identified barriers included cost, family concerns, fear of racism and discrimination, historical patterns, intuitional factors, and lack of relevance (Brux & Fry,
Another report which focused on identifying obstacles to achieving the vision of one million U.S. students studying abroad (Lincoln Commission, 2005), highlighted cost, curriculum, and culture including lack of diverse role models, worldview without international dimensions, and misperceptions (Berdan & Johannes, 2014). Participation in short-term programs may be attractive to students who have not had previous international travel experiences and can provide students with the confidence to pursue longer study abroad experiences in the future (Gaia, 2015).

**Covid-19 and Study Abroad**

The 2019-2020 academic year impacted the field and future of study abroad in largely unexpected ways. The spring of 2020 brought the arrival of the Covid-19 pandemic, which quickly spread across the world. The impact was felt by both international students and students studying abroad, resulting in evacuations of students across the globe. In an Institute for International Education (IIE) study of 285 campuses, 81% of students studying abroad in Spring 2020 were evacuated (Martel, 2020a).

Of the many impacts that Covid-19 will have on higher education, the impact on study abroad will be one of the most radical and lasting (Di Giovine & Bolinger de Uriarte, 2021). Some potential impacts include the development of virtual education abroad opportunities and an investment in study away programs within the U.S., as opposed to studying in foreign countries (Whalen, 2020). The internationalization of academic courses within the U.S., with a focus on intercultural competence, has been identified as an opportunity from the pandemic. It has also encouraged campuses to invest in cultural competence training for faculty and staff in the hopes of increasing the
number of co-curricular internationalization activities on campus (Bagew & Haskollar, 2020).

Research on the pandemic impact on study abroad continues to emerge. The Institute for International Education released a series of survey reports on the effects of Covid-19 on U.S. higher education. In the most recent report, they found that 64% of institutions canceled all programs abroad for Fall 2020, while 27% offered some in person or virtual study abroad options. Additionally, over 79% of colleges expected a substantial decline in study abroad for the 2020-2021 academic year (Martel, M, 2020b). As the pandemic continues to unfold, many questions remain. Will there be new and ongoing travel restrictions? What will happen to onsite providers? What are the financial implications for universities? Will global study abroad ever recover? (Di Giovine & Bolinger de Uriarte, 2021). Some scholars argue that while Covid-19 has caused considerable disruption, previous internationalization trends are likely to continue in spite of the pandemic (Altbach & de Wit, 2020). Other scholars are less optimistic about the return of internationalization efforts while alternatives have been realized throughout the pandemic (Whalen, 2020).

**Theoretical Framework**

The topic of exploring undergraduate students’ understanding of global leadership through participating in short-term study abroad leadership courses is situated within two main bodies of theoretical literature: study abroad and student leadership development. These bodies have been explored throughout this chapter and provide an overview of existing literature. To expand what is currently known about how students understand global leadership through short-term study abroad leadership courses, this study will use
three key theoretical concepts to guide the inquiry. Within the context of my methodological design, a theoretical framework is often explored through the process of thinking with theories (Jackson & Mazzei, 2012). The concepts are leadership for social change (Harper & Kezar, 2021; Higher Education Research Institute, 1996), experiential learning through study abroad (Kolb, 1984; Passarelli & Kolb, 2012), and global student leadership development (Widner-Edberg, 2018). These concepts will be able to address both the outcomes students experience from participating in these courses and a framework for understanding curricular practices that can enhance leadership development in these short-term study abroad experiences.

**Leadership for Social Change**

Leadership is a concept that is viewed differently across disciplines and cultures (Komives et al., 2013). Leadership theories have been clustered to include person-centered theories, theories of production and effectiveness, group-centered theories, theories of transformation, relationship centered theories, and vanguard theories (Dugan, 2017). Considering this acknowledgement, it is important to clearly define the scope of leadership for this study. One of the most widely used models of undergraduate student leadership development is the Social Change Model of Leadership Development (Higher Education Research Institute, 1996).

It operates under several key leadership assumptions that are foundational to the inquiry of study and the academic courses in leadership development:

- Leadership is concerned with effecting change on behalf of others and society.
- Leadership is collaborative.
Leadership is a process rather than a position.

Leadership should be value-based.

All students (not just those who hold formal leadership positions) are potential leaders (Higher Education Research Institute, 1996, p. 10)

One of the strengths of the model is that it was designed specifically for college students and it approaches leadership as a, “purposeful, collaborative, values-based process that results in positive change” (Komives et al., 2009 p. xii). The model includes individual values, group values, and societal/community values. As seen in Figure 1 each one of the value sets, there are components of leadership, including consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.

Limitations of the Social Change Model were highlighted and expanded upon to specifically include racially minoritized students as seen in Figure 3 (Harper & Kezar, 2021). One of these limitations and critiques in the “one size fits all” approach to leadership which can reinforce dominant leadership narratives (Cabrera et al., 2019). Expanded elements of the Social Change Model exist within the original values of individual, group, and community. Individual values were expanded to include liberation and storytelling. Liberation acknowledges the ongoing process in which one is always developing - particularly against harmful messages, stereotypes, and barriers. Storytelling adds a linguistic capital for leaders and a way to center marginalized voices. Group values were expanded to include system challenging, controversy with civility (or courage), power and oppression acknowledgement, and support networks. System challenging focuses on denouncing and confronting oppressive systems, policies, and
practices. Controversy with civility (or courage) acknowledges that controversy does not need to be civil when working towards positive social change. Power and oppression acknowledgement is an extensive process of groups working together to understand and eliminate power imbalances towards positive social change. Support networks encourage people to lean on their groups for support, guidance, and motivation when working towards change. Community values were expanded to include fellowship. Fellowship is the connectedness of a group beyond the problem they are addressing which enables deeper community connections (Harper & Kezar, 2021).

Taken collectively, these two models inform the theoretical framework of this study with its focus on leadership for social change. These models of leadership effectively situate the role of a leader towards positive social change. In order to explore undergraduate students’ understanding of global leadership, these models will inform the ways in which the topic of leadership is approached and understood.

**Experiential Learning Through Study Abroad and Leadership Education**

Experiential learning was conceptualized based on a learning cycle driven by action, reflection, and experiences (Kolb, 1984). There are six characteristics of experiential learning in the model:

1. Learning is best conceived as a process, not in terms of outcomes.
2. All learning is re-learning.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation in the world.
4. Learning is a holistic process of adaptation.
5. Learning results from synergetic translation between the person and the environment.

6. Learning is the process of creating knowledge (Kolb, 1984)

Experiential learning is defined as, “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p.41). According to this model, individuals learn new information by doing and thinking. This information is processed either through reflection or application. The four stages of the model are concrete experience, reflective observation, abstract conceptualization, and active experimentation.

![The Experiential Learning Cycle](image)

*Figure 6. The Experiential Learning Cycle*

The experiential learning model can be applied to the design of education abroad and student leadership opportunities to enhance student learning (Eich, 2008; Jenkins, 2013, Passarelli & Kolb, 2012; Rosch & Jenkins, 2020; Strange & Gibson, 2017;
Tarrant, 2010). It has the potential to play a vital role in the outcomes students experience, which makes it vital that instructors consider the ways their curriculum can promote experiential learning (Rosch & Jenkins, 2020; Tarrant, 2010). When applying experiential learning in the study abroad context, educating is relational, holistic, learning-oriented, and learner-centered (Passarelli & Kolb, 2012). In study abroad courses, there are many possibilities for the creation of learning relationships including with instructors, staff, peers, tour guides, local citizens, and more (Pascarella & Kolb, 2012). In leadership education curriculum, experiential learning is embraced through facilitated activities (Rosch & Jenkins, 2020). Study abroad and leadership education curriculum that focuses on experiential learning components including action, reflection, and experiences creates an environment that is rich for student learning and development.

Experiential learning has many strengths. It provides a strong theoretical foundation, integrates observations, adapts to change, and tends to be open to new experiences (Evans et al., 2010; Kolb, 1984). Limitations of the model include empirical limitations due to self-reporting, an overemphasis on individual learning experiences, a historically narrow view of experiential education focusing on outdoors and environmental education, and a lack of research on connections between newer curricular methods such as active learning classrooms (Kayes, 2002; Roberts, 2015). When applied to leadership education, experiential learning techniques are common in curricular practices, but opportunities for students to experiment and receive specific feedback are often more limited (Rosch & Jenkins, 2020).
Global Student Leadership Development

There are several models and frameworks for understanding global and/or international leadership development (Brown et al., 2012; Javidan, 2012; Osland, 2018). The model that most accurately describes the complexity of how students develop as global leaders is the Global Leadership Development model, as it aims to provide a framework for leadership education instructors on how to address the many nuances of teaching global leadership for undergraduate students (Widner-Edberg, 2018). This model provides a more comprehensive view of global student leadership development when compared to other studies that looked at individual indicators, such as intercultural effectiveness (Armstrong, 2020) or leadership motivations (Rosch Haber-Curran, 2013).

The Global Leadership Development Model consists of a layering of models. The first model, the Global Leader Model focuses on four primary approaches to leadership, which include knowledge, skills, characteristics, and action (Widner-Edberg, 2018). Knowledge focuses on the individual leader, with a focus on self-awareness, global dimensions, culture, and leadership concepts. Leadership knowledge is foundational in a number of leadership theories which influence this model (Bass & Riggio, 2006; Yukl, 2006). Skills include cross-cultural communication (Mendenhall et al., 2008), cultural competence (Bennett & Bennett, 2004), cultural empathy, systems thinking (Bird & Osland, 2004), and emotional intelligence. Characteristics include humility, curiosity, open-mindedness, flexibility, resilience, and integrity (Bird & Osland, 2004; Jokinen, 2005). The final approach, action, includes mindfulness and change processes (Kotter, 1995).
Figure 7. Global Leader Model

The Global Leader Model exists within a leadership process that includes the leader(s) and followers operating within a global context. The Global Leadership Development Model includes all of the approaches of the Global Leader Model but within the global context. This model provides an understanding and focus for the components of engaging in global leadership. This can be applied across a variety of contexts, particularly in academic areas. It also has the potential to frame the learning and growth of student leaders in global programs.

This model has several strengths. It is built on a number of global leadership theories and models (Bass & Riggio, 2006; Bennett & Bennett, 2004; Bird & Osland, 2004; Jokinen, 2005; Kotter, 1995; Mendenhall et al., 2008; Yukl, 2006). The model also compliments the Social Change Model of Leadership Development (Higher Education Research Institute, 1996), as it provides specific knowledge, skills, and characteristics needed to be a successful global leader while still centering change actions. It will be used to guide the inquiry, by focusing on the four primary approaches to leadership development to determine which, if any, are able to be developed by students.
participating in short-term study abroad leadership courses. A limitation for this model is that it was created to guide how global leadership is taught in academic leadership courses, not for the purposes of assessing student outcomes. It is also an emerging framework which has not yet been used to assess student leadership development outcomes.

Figure 8. Global Leadership Development Model

Summary of Theoretical Framework

The concepts of leadership for social change (Harper & Kezar, 2021; Higher Education Research Institute, 1996), experiential learning through study abroad (Kolb, 1984; Passarelli & Kolb, 2012), and global student leadership development (Widner-Edberg, 2018) will serve as the foundation for this inquiry. Experiential learning can be used to explore how undergraduate students understand global leadership through experience and reflection. Leadership that focuses on social change will provide foundational characteristics of leaders that can contribute to an understanding of global leadership (Harper & Kezar, 2021; Higher Education Research Institute, 1996). Finally, a global leadership development model will provide an understanding of some of the ways
global leadership can be understood as a lens to explore undergraduate students’ understanding of the phenomenon. This framework will expand on the limited previous studies on short-term study abroad leadership courses and provide a more nuanced perspective on undergraduates’ understanding of global leadership within that context.

**Summary**

The world needs more global leaders (Global Leadership Index, 2014). Leadership education and an expectation of graduates being proactive global citizens are central to many institutional mission and purpose statements in U.S. higher education (Komives & Sowcik, 2020a). Additionally, campus internationalization efforts continue to promote study abroad as a top priority (Helms & Brajkovic, 2017). Both study abroad and student leadership development provide important outcomes for undergraduate students (Dugan et al., 2013; Engle & Engle, 2004; Kuh, 2008; Miller-Perrin & Thompson, 2010; Seemiller, 2013). Short-term study abroad leadership courses are an emerging trend to provide student outcomes in both areas (Montgomery & Arensdort, 2012; Niehaus, 2018; Rosch & Haber-Curran, 2013). It has also been found that there is a lack of diversity in the demographics of students that participate in study abroad programs (Institute for International Education, 2022). Some barriers to participation include costs and academic conflicts (Barclay & Gozik, 2018; Salisburg, 2011). One method to address these goals and these barriers are short-term study abroad leadership courses which provide multidisciplinary students the opportunity to study leadership in a global context. The problem is that there is a significant gap in the literature to demonstrate the effectiveness of these programs. This study will pursue two main research questions:
**Research Question:** How might students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses?

**Secondary Research Question:** How might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?

Within global leadership there is no agreed upon set of outcomes, yet there is a need to build a culture of evidence (Niehaus et al., 2012). With the emergence of short-term study abroad programs with leadership education-based curriculum, there is an opportunity to study how these programs inform undergraduate students’ understanding of global leadership. The Global Leadership Development Model identifies areas of knowledge, skills, characteristics, and action that can be measured to identify the growth of students as global leaders (Edberg, 2016). There is debate within the study abroad literature in determining the optimal program duration to enhance student learning (Coker et al., 2018; Dwyer, 2004; Gaia, 2015). This study will explore how undergraduate students’ understanding of global leadership may take shape through their participation in short-term study abroad leadership courses.
CHAPTER THREE: METHODOLOGY

This chapter outlines the significance, methodology, ethical considerations, and limitations of this study. This study used a post-intentional phenomenological methodological research design to explore ways undergraduate students understand global leadership through short-term study abroad leadership courses. Post-intentional phenomenological design encourages researchers to create a post-intentionality statement that includes an identification of the phenomenon in addition to the research questions (Vagle, 2018).

**Post-Intentionality Statement**

*Phenomenon:* This study examined the phenomenon of undergraduate students' understanding of global leadership. The phenomena of interest will be understood in the ways it is produced and provoked through participating in short-term study abroad leadership courses.

*Primary Post-Intentional Phenomenological Research Question:*

How might students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses?

*Secondary research question:*

How might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?

**Significance**

This study contributes to the literature in a number of ways. While the separate bodies of literature related to study abroad and student leadership are robust, research on the intersection of the two fields is limited. There have only been two empirical studies
that have explored the outcomes related to short-term study abroad leadership courses. The first study used a mixed methods approach. Although all participants demonstrated quantitative increases in leadership outcomes, the small sample size yielded no statistically significant results. The qualitative data was gathered through a content analysis of reflection assignments yielding some themes but lacking depth of analysis (Rosch & Haber-Curran, 2013). A more recent study measured student leadership development using the Intercultural Effectiveness Scale (IES) as a pre-post measure demonstrating significant gains in several competencies (Armstrong, 2020). These findings conflated intercultural effectiveness with leadership skills, which are related, but not the same.

This study builds upon the current knowledge of the impact of short-term study abroad leadership courses by using a post-intentional phenomenological approach that provides an in-depth exploration of my phenomenon - undergraduate students’ understanding of global leadership - within the context of short-term study abroad leadership courses. It approaches the experiences of these students from a holistic perspective, which includes a leadership identity, understanding of global leadership, and overall experiences in short-term study abroad leadership courses. This approach provides a complex view of the way that undergraduate students’ understanding of global leadership takes shape for students who participate in short-term study abroad leadership courses. It provides a foundation for further research that can be explored based on specific identities of students.
Methodology

In order to understand the ways in which undergraduate students’ understand global leadership through participation in short-term study abroad leadership courses, this study utilized a post-international phenomenology (PIP) research design. Post-intentional phenomenology is a modern expansion of phenomenological research design. In order to understand this methodology, it is important to understand the foundations of both qualitative research and phenomenology as a methodology, more broadly (Vagle, 2018).

As defined in Boudah (2020), qualitative research involves analyzing actions and documents to determine patterns or themes to better understand a situation. Based on the different traditions of qualitative research, phenomenology would be the most appropriate to understanding the phenomenon of students understanding global leadership in short-term study abroad leadership development courses. This is due to the complex nature of understanding global leadership and the unique context of short-term study abroad leadership courses. Phenomenology can be defined as a philosophical tradition that emphasizes discovering the truth of a phenomenon as it manifests for those experiencing it (Moran, 2020). Post-intentional phenomenology was used in this study for a number of reasons, which will be highlighted throughout this chapter, including its commitment to knowledge is ever changing (Vagle, 2018).

History of Phenomenology

There is no single way to design phenomenological research (Vagle, 2018); instead, there is a range of approaches a researcher may take. As a tradition, phenomenology has never followed a singular method or approach to studying experiences and realities (Magri & McQueen, 2023). The foundations of phenomenology
are built on the work of a number of philosophers. Four key philosophers in particular are Husserl, Heidegger, Merleau-Ponty, and Sartre (Vagle, 2018). Each of these philosophers make their own unique contributions to the understanding of phenomenology and ground contemporary approaches today. Husserl was interested in describing the essential meaning structures with a given phenomenon (Husserl, 1927). He advocated for moving from our everyday attitude, natural attitude, to a more reflexive attitude that allows us to more fully understand the phenomenon. For Husserl, a phenomenon was the thing itself and something that was lived (Vagle, 2018). Husserl conceived the phenomenological idea of studying the “essence” of something towards an objective truth (Magri & McQueen, 2023).

Heidegger was a student of Husserl’s but diverged from Husserl with a focus on a more worldly perspective that centers humans within a specific time and place (1962). He felt that phenomena show themselves to the world, reflecting an ontological approach. Sartre (1956) stressed the developmental and meaning-making aspects of life. He believed that humans are always unfolding. His work is referred to as a hermeneutic approach to phenomenology, which has been expanded on by some more contemporary social science scholars such as van Manen (1997). According to Sartre, phenomenology involved both description and interpretation (Vagle, 2018).

Merleau-Ponty (1968) expanded on Heidegger’s quest for a more worldly understanding by focusing on human experience in direct relation to the world around us. According to Merleau-Ponty, the body is even more important in experiencing the phenomenon than the mind. Merleau-Ponty also questioned methods used by Husserl in arguing that a reduction towards finding an essence is never complete because our
reflections are always moving back towards the world (Merleau-Ponty, 2012). According to Merleau-Ponty, phenomenology is a practice of interrogating experiences through critically expanding viewpoints and history for continual development (Magri & McQueen, 2023).

**Post-Intentional Phenomenology**

In comparison with other forms of phenomenology, the goal of post-intentional phenomenology is not to describe the essence of a phenomenon. It is to describe how the phenomenon is provoked and produced within a context (Vagle, 2018). In his forthcoming edition of *Crafting Phenomenological Research* (2023), Vagle committed to five key principles of post-intentional phenomenology:

1. Post-intentional phenomenology entangles post-structural concepts and phenomenological concepts to see what might come of such entanglements.
2. Phenomena provoke and produce contexts, individual experience, and the social broadly conceived AND are provoked and produced by the same.
3. Methodologically speaking, moves from “data” to “post-intentional phenomenological material”.
4. Post-intentional phenomenology doesn’t determine, it follows.
5. Post-intentional phenomenology can be a useful tool for all people to engage in everyday contemplation.

PIP is grounded in some of the philosophical notions of intentionality and post-structural commitments to knowledge being ever evolving, partial, and in-flux. Intentionality describes how individuals find themselves in relationships with others and the world around them (Vagle, 2018). This complexity of the concept of intentionality
can be understood through noticing lines of flight such as intensities and divergences of a phenomenon from traditional ways of understanding it (Deleuze & Guattari, 1987). In post-intentional phenomenology, the interest lies in the margins of concepts of intentionality with an acknowledgement that subjects are inherently unstable and ever-changing (Vagle, 2018). It is through this that knowledge can be re-conceived and shift with time, as opposed to an essentialized understanding.

Post-intentional phenomenology is dialogic in nature, as it complicates the way a phenomenon is explored. When practicing this method, it is important to not think in binaries but, rather, in multiplicities. It acknowledges that a phenomenon cannot be tied down but, rather, to see how the phenomenon will emerge (Vagle, 2018). It also requires a commitment to boldly identify the ways in which a phenomenon may diverge from the ways it is attempting to be understood (Vagle, 2018). This methodology has been used across several disciplines, including in studying agnostic student experiences, transgender student experiences, and students who have experienced trauma (Armstrong, 2017; Jourian, 2017; Shalka, 2021). Initially the conceptualization of post-intentional phenomenology may seem abstract, but it is grounded in a research methodology that articulates the key components to understanding a phenomenological experience.

According to Vagle (2018), there are five components of post-intentional phenomenology. They are as follows:

1. Identification of a post-intentional phenomenon in the contexts of a social issue.

2. Devise a clear, yet flexible process for gathering phenomenological material appropriate for the phenomenon under investigation.

3. Make a post-reflexion plan.
4. Explore the post-intentional phenomenon using theory, phenomenological material, and post-reflexions.

5. Craft a text that engages the productions and provocations of the post-intentional phenomenon in contexts around a social issue.

Each of these components will be further explained in the context of this specific study later in this chapter.

**Rationale**

The phenomenon of undergraduate students’ understanding of global leadership in the context of short-term study abroad leadership courses is inherently complex. As explored in Chapter 1, there are myriad leadership definitions and understandings (Harper & Kezar, 2021; Dugan, 2017; Komives et al., 2013; Northouse, 2016; Rost, 1991). When selecting a methodology to explore undergraduate students’ understanding of global leadership, qualitative inquiry fit the complexity of the issue. Broadly, qualitative inquiry can be used to understand someone’s experiences, interrogate issues, and deconstruct assumptions (Bhattacharya, 2017).

Qualitative research in leadership development has been featured throughout leadership journals (Edgar et al., 2009; Gardner et al., 2010; Klenke, 2008; Lowe & Gardner, 2001; Parry et al., 2014). Given the complex nature of leadership, theory, practice, and education, qualitative inquiry can be more flexible when understanding leadership phenomena (Kniffin & Priest, 2022). Emerging perspectives in leadership highlight a need for innovative qualitative approaches. These include collective and relational, constructionist perspectives, leadership-as-practice, and critical leadership (Kniffin & Priest, 2022).
This study requires a depth of inquiry that is provided through post-intentional phenomenology’s ability to respond to emergent themes as opposed to narrow inquiry (Vagle, 2018). Post-intentional phenomenologists see the relationship between researcher and the phenomenon, not as a limitation, but as an opportunity for the knowledge to be co-constructed (Vagle, 2018). Due to my deep connection to both the topic and select participants, this acknowledgement of the relationship being central to my methodological design is important. Post-intentional phenomenology also provides a framework for acknowledging the interactions between researcher and the phenomenon through a post-reflexion process which will serve as additional data in understanding the phenomenon.

**Research Design and Methodology**

This study explored how undergraduate students understood global leadership through short-term study abroad leadership courses. It explored the phenomenon through a post-intentional phenomenological research design which is guided by a five-component process (Vagle, 2018). The components of this process include identifying a phenomenon, data collection design, and analyzing the data using theory. The post-intentional phenomenon that was studied is the development of global leadership skills for undergraduate students participating in short-term study abroad leadership courses.

**Context**

This research was conducted within the context of three large, public, research universities that offer short-term academic leadership courses. These universities were identified based on their short-term study abroad leadership course offerings in addition to considerations for diversity of the student bodies to ensure a diverse participant pool.
Campus one is identified as Midwest Research University (MRU), which had over 36,000 undergraduate students enrolled as of Fall 2022. Of the undergraduate student population, 30% identify as students of color. Campus two is identified as East Coast Research University (ECRU), which had over 30,000 undergraduate students enrolled as of Fall 2022. Of the undergraduate student population, over 50% identify as students of color. Campus three is identified as Midwest State University (MSU), which had just over 25,000 undergraduate students enrolled as of Fall 2022. Of the undergraduate population, 17% identify as Students of Color.

All three campuses offered short-term academic leadership courses that take place in global contexts. The courses at MRU took place in Ireland, Northern Ireland, and Indonesia. The course for ECRU took place in Australia, Spain, and the Netherlands. The course for MSU took place in Sweden.

Participants

Twelve participants were identified for this study. They were a mix of undergraduate students and alumni participants. Alumni were invited to participate in the study to provide a more diverse perspective on the phenomenon. Participants were required to meet the following criteria:

- **Short-term**: the course duration were at least two weeks but less than eight weeks, which falls under the definition of short-term study abroad programs (Institute for International Education, 2022)
- **Study abroad**: academic credit is gained through an international course location and counts towards a United States degree
- **Course content:** the core content area for the course was leadership, although it may be approached from a discipline-specific or multidisciplinary perspective
- **Course completion:** at the time of participation in the study all participants have received final course grades
- **Enrollment and alumni status:** eligible students include currently enrolled undergraduate students, in addition to any alumni who would have participated in a course within five years of the invitation to participate.
- 18 years of age or older
- Self-selected to participate in the study

Recruitment for this study took place in July of 2022. An invitation to participate in the study was sent to three institution-specific contacts to share with students who met the criteria for participation. Students received a recruitment email with information about the study, compensation information, and specific demographic goals for participation. The recruitment message is included in Appendix B. Interested participants completed a registration form to learn more about the opportunity. A diverse sample based on institution type, enrollment status, race/ethnicity, and gender was selected. Participants were invited via email and were compensated with a $20 gift card for each completed interview to encourage participation. Participation included two interviews, each lasting between 45 to 60 minutes.

Post-intentional phenomenological design does not require a minimum number of participants to be able to explore the phenomenon in question (Vagle, 2018). One of the strengths of this study is the diversity of participants. Of the 12 participants interviewed, four identified as men, and eight identified as women. Eight of the twelve participants
identified as Black, Indigenous, or People of Color which is an overrepresentation of the national data on study abroad participation (Institute for International Education, 2021). Participants represented three different institutions in addition to four different study abroad locations across Europe, Asia, and Australia. A short description of each participant is included with anonymous names assigned to protect participant identities.

Denise: Graduated from East Coast Research University (ECRU) in 2020 with a degree in Public Policy. She is a Black woman originally from Charlotte, North Carolina. As a student, she was a Pell Grant recipient. She participated in a short-term study abroad leadership course in Australia in 2018. She currently works as a Data Analyst at Johns Hopkins University.

Brandon: Graduated from East Coast Research University (ECRU) in 2019 as a double major in Engineering and Economics with a minor in International Engineering. He is a White man originally from Towson, Maryland. He participated in a short-term study abroad leadership course in Australia in 2018. He currently works as a Consultant for Deloitte.

Rhys: Graduated from East Coast Research University (ECRU) in 2018 as an Engineering major with a minor in International Engineering. He is an Asian man from Hyderabad, India. He is a first-generation student and a veteran. He used his GI Benefits to participate in multiple study abroad opportunities, including a short-term study abroad leadership course in Australia in 2017. He currently works as an officer in the Air Force.

Maggie: Graduated from East Coast Research University (ECRU) in 2020 with a major in Biology with a neuroscience specialization. She is an Asian American woman
from Clarksburg, Maryland. She is a first-generation student. She participated in a short-term study abroad leadership course in Australia in 2020.

Nasia: Graduated from Midwest State University (MSU) in 2018 with a major in Communications and a minor in Leadership Studies. She is a Black woman from Ames, Iowa. She participated in a short-term study abroad leadership course in Sweden in 2018 which focused on Women’s Leadership. She currently works for 4H.

Doug: Graduated from East Coast Research University (ECRU) in 2019 as an Engineering major. He is a Black man from Baltimore, Maryland and identifies as a first-generation student. He participated in a short-term study abroad leadership course in Australia in 2018 and also worked in his university’s study abroad program office. He currently works as a real estate agent.

June: A current student at Midwest Research University (MRU) majoring in Political Science with minors in Leadership and Asian Middle Eastern Studies. She is a multiracial woman from Long Beach, California. She participated in a short-term study abroad leadership course in 2022 in Ireland and Northern Ireland.

Kelly: A current student at Midwest Research University (MRU) majoring in Psychology and Sociology with minors in Leadership and Neuroscience. She is a White woman from Geneva, Illinois. She participated in a short-term study abroad leadership course in 2022 in Ireland and Northern Ireland.

Jenell: A current student at Midwest Research University (MRU) majoring in Bioproducts and Biosystems Engineering with a minor in environmental science. She is a White woman from Medina, Minnesota. She participated in a short-term study abroad leadership course in 2022 in Ireland and Northern Ireland.
Ruby: Graduated from Midwest Research University (MRU) in 2020 with a double major in Elementary and Special Education with Minors in Asian and Middle Eastern Studies and Teaching English as a Second Language. She is an Asian American woman from Roseville, Minnesota who also is an adoptee. She participated in a short-term study abroad leadership course in 2019 in Ireland and Northern Ireland. She currently works as a 2nd grade teacher.

Don: Graduated from the Midwest Research University (MRU) in 2018 with a major in Finance and minors in Accounting and Leadership. He is a White man from St. Cloud, Minnesota who also identifies as part of the LGBTQ+ community. He participated in a short-term study abroad leadership course in 2017 in Indonesia. He currently works at the University of Minnesota.

Kristal: Graduated from Midwest Research University (MRU) in 2019 with a major in Mechanical Engineering and a minor in Global Engineering Leadership. She is a White woman from Closter, New Jersey. She participated in a short-term study abroad leadership course in 2018 in Australia. She currently works for the Federal Aviation Administration.

Data Collection Design

The second component of post-intentional phenomenological methodology is to create a clear, yet flexible, process for gathering phenomenological material related to the phenomenon (Vagle, 2018). Within this process, phenomenological material is synonymous with data collection. While there are a number of methods available to post-intentional phenomenological researchers, I used interviews as the primary form of data collection for this study. The interviews were semi-structured in order to allow the
phenomenon to be provoked and produced from the conversations, while still providing direction to the inquiry. Participants were interviewed twice to encourage further depth of conversation and an opportunity to follow up on specific topics of interest in the second interview.

The third component of post-intentional phenomenological methodology is to create a post-reflexion plan. Post-reflexion is the process of exploring how our prior knowledge, assumptions, and beliefs about the phenomenon will influence our exploration of it (Vagle, 2018). Post-reflexion happens before, during, and after gathering data. Post-reflexion plans can include journaling and the identification of a post-reflexion statement that captures the researcher's personal beliefs and perspectives about the phenomenon (Vagle, 2018). For the purposes of this study, I wrote a post-reflexion journal that served as an additional source of data as I explored the research process and collection of data through interviews. In addition to this journal, my post-reflexion statement, is as follows:

*I researched this phenomenon as an international leadership educator who firmly believes that leadership can be taught and that global leadership skills are critically important in the future of our world. I have taught short-term study abroad leadership courses, including some of the participants in this study. One of my key assumptions was that these courses do have an impact on students’ understanding of global leadership. My understanding of global leadership was heavily influenced by leadership theory, having studied and taught leadership at both the undergraduate and graduate levels. This understanding of leadership was further influenced by my identities as a straight, White, able-bodied,
cisgendered man whose identities are reflected in the histories of leadership
theory as White, male centric. I expected that this study would result in
participants sharing the profound ways in which these courses have expanded
their understanding of global leadership, their abilities to connect across
cultures, and the complex ways in which they understand the leadership process. I
assumed there is a need to provide more opportunities for students to develop
their leadership skills in global contexts, in a way that cannot be replicated on a
U.S.-based college campus. I remained open throughout the research process to
the many ways in which participant experiences aligned or disconnected from
these assumptions as I engaged in the ongoing post-reflexive process.

The third data source for this study was the theories that I believed would be
helpful in exploring this phenomenon. The process of using theory as a form of data is
known as “thinking with theory” (Jackson & Mazzei, 2012). This concept will be
discussed further in the data analysis section of this chapter and also aligns with
component four - which asks the researcher to explore the phenomenon using theory,
data, and post-reflexions (Vagle, 2018). The theories that I initially identified at the
design phase of my research were leadership for social change (Harper & Kezar, 2021;
Higher Education Research Institute, 1996), experiential learning through study abroad
(Kolb, 1984; Passarelli & Kolb, 2012) and global student leadership development
(Widner-Edberg, 2018). During my data analysis additional theories that were utilized
were the Leadership Identity Development Model (Komives et al., 2006), Intercultural
Development (Hammer & Bennett, 2001), and the Pyramid Model of Global Leadership
(Osland, 2018).
The process of exploring post-intentional phenomena through theory, data, and post-reflexion can best be understood through the visualization of a methodological research triangle (Vagle, 2023). This triangle reflects the equal role that each element plays in contributing to the exploration of the phenomenon and acknowledges the fact that all three elements interact to catalyze that meaning. Throughout the data analysis process, I moved between and among all three of these components.

![Image of the methodological research triangle]

**Figure 9.** Post-Intentional Phenomenology Methodological Research Triangle

**Data Collection**

As stated previously, interviews provided the primary form of data collection for this study, and as also discussed earlier, the interviews were semi-structured in order to allow the phenomenon to be provoked and produced from the conversations. Each participant was interviewed twice with interviews lasting between 30 and 60 minutes. The first interview lasted approximately 30-45 minutes and focused on overall understanding of leadership, understanding of global leadership, and overall experience in their short-term study abroad leadership course. The second interview lasted approximately 45-60 minutes and focused on follow up questions from the first interview, definitions of global leadership, and an application of global leadership in the
future. All interviews were recorded and transcribed for analysis in alignment with post-
international phenomenological practices.

Phenomenological interviewing techniques include some unique guidelines in addi-
tion to planned questions. These include agreeing with the experiences shared by
participants, researchers adding their own voice in the interview, making statements in
addition to asking questions, and seeing mistakes as opportunities (Vagle, 2018). Each of
these guidelines help to develop rapport with the participants as the phenomenon is
provoked and produced by both the participant and researcher. While the research design
accounted for the ability to ask emergent questions, the below questions guided each
interview.

_Interview One_

- Please introduce yourself and share what motivated you to participate in this
  study.
- What events in your life influenced you to think about yourself as a leader, or to
  pursue leadership education?
- What does it mean to be a global leader?
- In what ways do you consider yourself to be a global leader, if at all?
- Tell me about your experience participating in your short-term study abroad
  leadership course.
- What did you learn about global leadership throughout your course?
- How are those insights similar or different to how you understood global
  leadership before participating in your course?
Interview Two

- Do you have any questions or comments related to the questions from the first interview?
- (3-5 follow up questions provided by the researcher)
- In what ways, if at all, is global leadership important?
- In what ways, if at all, has your definition or understanding of global leadership changed through participating in a short-term study abroad leadership course?
- How do you think this course experience will impact you in the future?
- Do you have any other comments you would like to make regarding any of the conversations we have held?

Analysis of Phenomenological Material

There were three sources of data for this study: participant interviews, researcher post-reflexions, and theories. Each one of these data points was considered throughout the analysis process. I used Vagle (2018) whole-part-whole analysis for analyzing participant interviews to identify provocations. Once identified, I worked in and across the post-intentional phenomenology methodological research triangle (Vagle, 2023). The interviews were initially recorded and transcribed. I read the whole transcription once to understand the broad context and noticed central themes. Then, a line-by-line reading took place during which the researcher made notes, memos, and identified potential follow up questions. During this process, it was important to notice lines of flight (Deleuze & Guattari, 2009), in addition to connections, disconnects, assumptions of normalities, and intensities in the data (Vagle, 2018). Examples of lines of flight included...
questioning binary thinking, challenging certainties, pursuing curiosities, and exploring uncertainties (Vagle, 2018).

<table>
<thead>
<tr>
<th>Participant</th>
<th>Line of Flight</th>
<th>Example</th>
<th>Researcher Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise</td>
<td>Questioning binary thinking</td>
<td>Discussing are all leaders global leaders?</td>
<td>Crafting follow up questions in interview two to explore distinctions between leaders and global leaders</td>
</tr>
<tr>
<td>Doug</td>
<td>Pursuing curiosities</td>
<td>Discussing impact of working for study abroad office</td>
<td>Noticing and post-reflexing around how working in a study abroad office impacted how the participant experienced their short-term study abroad leadership course</td>
</tr>
<tr>
<td>Brandon</td>
<td>Intensities in data</td>
<td>Participant sharing that short-term study abroad leadership course was “maybe the highlight of my life”</td>
<td>Nothing and post-reflexing on how this intense connection to the context could provoke their understanding of global leadership</td>
</tr>
</tbody>
</table>
Higher Education Research Institute, 1996), experiential learning through study abroad
(Kolb, 1984; Passcarelli & Kolb, 2012) and global student leadership development
(Widner-Edberg, 2018). During the analysis process, they were revisited to explore the
ways in which the phenomenon is provoked, produced, and shaped within the context of
short-term study abroad leadership courses. In the event a theory no longer holds
relevance at this phase, additional theories may be explored to more deeply understand
the phenomenon. This process requires the researcher to be in constant consideration of
the theories, the phenomenological data, and their interactions throughout the research
process (Vagle, 2018). During the analysis process, additional theories considered
included the Leadership Identity Development Model (Komives et. al., 2006),
Intercultural Development (Hammer & Bennett, 2001), and the Pyramid Model of Global
Leadership (Osland, 2018).

Post-reflexion entries served as an additional form of data that was used in
dialogue with the phenomenological data and chosen theories (Vagle, 2018). The post-
reflexions provided access to researcher understandings, assumptions, connections, and
disconnections related to the phenomenon. Post-reflexion material was used to
underscore the importance of specific phenomenological data and how it interacts with
the chosen theories. I moved between and among the three components throughout the
analysis process as the understanding of the phenomenon emerges (Vagle, 2018).
Figure 10. Post-Intentional Phenomenology Methodological Research Triangle Example

The final component of the post-intentional phenomenological methodology is crafting a text that engages the productions and provocations of the phenomenon (Vagle, 2018). Researchers are encouraged to consider multiple forms of how the phenomenon will be shared. It will center themes related to both productions and provocations. Productions are the ongoing ways the phenomenon is shaped and can be understood (Vagle, 2018). Provocations are the intense ways that a concept may emerge and require analysis, even if it is limited to one line from one interview transcript (Vagle, 2018). As data is reviewed with the research triangle, the researcher identifies which productions and provocations require analysis as they contribute to an understanding of the phenomenon that is being analyzed.

As I worked across the phenomenological material, there were a number of examples such as differences in participant experiences before participating in short-term
study abroad leadership courses. Some participants shared they had previous global experiences while others did not. My engagement with the interviews, thinking with theories and researcher post-reflexions led to me name these provocations as global experiences and non-global experiences. After analyzing those provocations, I found that they connected in interesting ways through similarities around a broader production which in this case became known as influences of experiences as an ongoing way the phenomenon can be understood.

Validity, Trustworthiness, and Limitations

Validity in qualitative research has been associated with trustworthiness, credibility, relevance, and confirmability (Freeman et al., 2007). In post-intentional phenomenology, validity is treated differently and addressed as part of the post-reflexion process in an effort to gain understanding rather than make generalizable claims (Vagle, 2018). Phenomenological methodology addresses validity and trustworthiness with a focus on sustained engagement of the researcher in addition to an openness in approaching the phenomenon demonstrated through time spent studying the phenomenon, collecting data, and analyzing data (Dahlberg et al., 2008; Vagle, 2018; van Manen, 1997). In post-intentional phenomenology, post-reflexions are a way to increase the researcher’s sustained engagement, thus strengthening the validity of the findings (Vagle, 2018). In terms of generalizability, the goal of post-intentional phenomenology is to understand a phenomenon that is unstable and ever-changing. Therefore, results are not meant to be generalizable but a contribution of an understanding of the phenomenon that is ever-changing (Vagle, 2018).
In post-intentional phenomenology a researcher’s sustained engagement is reflected in the post-reflexions, which are part of the methodological research triangle (Vagle, 2023). The post-reflexion resists the history of bracketing and bridling in qualitative research which allows the researcher to analyze phenomenological data objectively (Dahlberg et al., 2008; Giorgi, 1997). In post-intentional phenomenology, bracketing and bridling are critiqued, as it is seen as undesirable for a researcher to distance themselves from the phenomenon. This allows for the researcher and participant interactions to create meaning that is co-constructed.

The post-reflexion plan, as discussed earlier, provides researchers with an opportunity to critically reflect on their engagement with the phenomenon. Post-reflexive journaling allowed me to reflect on my own experiences with the phenomenon of understanding global leadership in addition to my experiences with participant interviews. During this process I used the post-reflexions as an opportunity to examine student narratives between the first and second interview and engage in member checking during the second interview as I revisited themes that emerged during the first interview. This process allowed me to work towards crafting a text that engages the productions and provocations in a manner that is clear and compelling (Vagle, 2018).

Post-intentional phenomenology provides a number of benefits in understanding the research questions, but also carries limitations. The data collection in this study is clear, yet flexible. This allows for being responsive to the emergence of the phenomenon, but increases the likelihood for divergent perspectives. This may create challenges in the data analysis to make meaning of a wide range of personalized experiences with the same phenomenon. The data analysis process relies heavily on the researcher’s ability to reflect
on their own experiences with a phenomenon while identifying the moments in the data during which the phenomenon can best be understood.

In this study I selected participant interviews as my main phenomenological data point in addition to thinking with theory and researcher post-reflexions. In post-intentional phenomenology participant interviews are a common form of data (Vagle, 2018). One limitation related to the selection of interviews is that they are asking participants to recall their experience with the phenomenon. Other elements of phenomenological data that could have been included are reflection journals, digital stories, or other course material from the short-term study abroad leadership course experience. Without being familiar with the pedagogy of each course that participants completed, I chose to not incorporate course material as part of my data collection and analysis.

My positionality based on my identities and my personal connections to the phenomenon in question serve as a limitation. As a previous instructor for select participants in the study, there are foundational power dynamics that may influence the interviews. The concept of social desirability bias could be applied to this interaction, as students may respond in a way they think I want to hear as opposed to how they really feel (Fisher, 1993). This limitation was addressed by focusing on the impact of my experiences in my post-reflexions and using them as a data point in my analysis. Participants from two additional institutions that I have no connection with were also included.
CHAPTER FOUR: STUDY FINDINGS

Introduction and Overview

This study aimed to explore the primary research question of: how might undergraduate students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses? The secondary research question to be explored is: how might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?

Twelve participants were interviewed across two sessions to explore these questions. The interviews served as one phenomenological data point through which they explored their understandings of global leadership and their experiences in short-term study abroad leadership courses. Additional data points within post-intentional phenomenology are the researcher post-reflexion and thinking with theories. The process of exploring post-intentional phenomena through theory, data, and post-reflexion can best be understood through the visualization of a methodological research triangle (Vagle, 2023). Together these data present four major productions of the phenomenon. Within each of these productions, several provocations arose. As I described in Chapter Three, productions are the ongoing ways the phenomenon is shaped and can be understood (Vagle, 2018). Provocations are ways that a concept may emerge and require analysis, even in instances where only one example of it may exist (Vagle, 2018).

In this chapter, I provide in-depth explorations of the four major productions of the phenomenon and the associated provocations of the phenomenon. The findings will be shared as an integration of the three data points to reinforce the idea that in post-intentional phenomenology (PIP), all three of these sources combine to capture the
productions and provocations of a specific phenomenon. Throughout the productions and provocations explored, one phenomenological data point may be more present than others. Discussion of each production and provocation will be shared through post-reflexions, in addition to analysis throughout the chapter. When sharing post-reflexions, I will use first person narrative. In alignment with post-intentional phenomenology (PIP), the main discussion of the findings will be explored as it relates to the research questions in this chapter. Chapter Five will include a summary of the findings before focusing on providing implications for practitioners, educators, and policy.

The first production of the phenomenon is through developing a leadership identity. Provocations of this production include identifying self as a leader and that context matters in understanding leadership. The second production of the phenomenon is the influences of experiences. These experiences are provoked by global and non-global experiences through provoking definitions of global leadership. The third production of the phenomenon is the role of short-term study abroad leadership courses on understanding of global leadership. Provocations include course structures, reflections leading to understanding, intracultural and intercultural understanding, life changing experiences, holistic student experiences, and defining global leadership in the context of global experiences. The final production is the application of global leadership, which is provoked by global leadership as a lifelong lens, self as a global leader, and thinking globally while acting locally. These complex productions of the phenomenon and their provocations can best be understood through a visual representation of how the provocations impact the production of the phenomenon. This can be understood in the below representation.
The participant interviews provided rich data related to each of the productions and provocations of the phenomenon. These productions and provocations provided deeper understanding of the phenomenon of undergraduate students’ understanding of global leadership. Throughout the analysis process, I was regularly moved as students shared how their understanding of global leadership was provoked through their experiences. It was clear to me throughout the interviews that the overall experience of short-term study abroad programs was a major provocation of the phenomenon. Throughout this chapter, student interview data, relevant theories, and my own post-reflexions will be explored.
Developing a Leadership Identity

In attempting to understand global leadership, it is important to first start with leadership. While exploring the first research question related to understanding global leadership, I found that students often first have an understanding of leadership in broad terms. This development of a leadership identity was key in working towards an understanding of global leadership. Two provocations were present during this production of the phenomenon. The first is *identifying self as a leader*. This provocation explores the ways students came to understand themselves as leaders based on their personal experiences and views. The second is *context matters in understanding leadership*. Students' understanding of leadership was deeply contextualized with their personal identities as well as their academic disciplines. Each of these gave them implicit and explicit messages about what a leader is and what a leader is not. Each of these deeply impacted the development of a leadership identity.

Most of the participants shared that as they entered college or university, their understanding of leadership quickly evolved. For most, this also included a recognition that they have the potential for leadership, whether through positional or non-positional forms of leadership. Several participants highlighted the ways they came to an understanding of leadership. Starting with an overall understanding of leadership with participants allowed me to observe if the phenomenon of understanding global leadership had been provoked at early stages of their leadership identity. For the majority of participants, an understanding of global leadership remained largely unprovoked. Some participants had an initial understanding of global leadership but were still working to see how they fit into that understanding.
This idea of developing a leadership identity is well represented in leadership theories and models (Harper & Kezar, 2022; Higher Education Research Institute, 1996; Komives et al., 2006). The unique aspect of this study was bridging the conversation to incorporate an element of global leadership understanding into the development of a leadership identity as a more advanced stage of development. In my conversations with participants, an initial leadership identity was needed to be able to understand global leadership. This acknowledges that when working with students, understanding global leadership is not an entry point but a destination that is part of an overall leadership identity and development.

This production is important in a number of ways. It established that in order to have an understanding of global leadership, students need to have foundational knowledge and experiences related to leadership more broadly. Essentially, students do not go directly to understanding global leadership without first understanding leadership. Additionally, this production indicated that forms of leadership and global leadership understanding is a process that occurs over time and is provoked by different experiences. The more provocations, the more complexly a student understood leadership and global leadership. The provocations described will demonstrate this production of the phenomenon.

**Identifying Self as a Leader**

When asked about events in their lives that influenced how they thought about themselves as a leader, most participants shared experiences before coming to college followed by sharing experiences while they were a college student, which influenced their views on leadership. This aligned with my own experiences growing up, as I can
remember as early as four years old being told to “be a leader” while playing soccer and basketball in my local community or being assigned to be a “line leader” in kindergarten to ensure that my class kept to one side of the hallway on the way to our classroom. Throughout my adolescence, I did not question this leadership expectation and assumed that everyone was encouraged to be a leader. It wasn’t until late in my undergraduate years that I began to understand that leadership expectations are not shared with all identities. In my adult life, this understanding has been central to the ways I acknowledge my privileged identities as a White male engaging in leadership education to dismantle traditional ways of leadership being viewed from dominant identities.

For several participants, their first leadership lessons and expectations were related to family and their homes. Rhys shared that his first leadership lessons came from his role in his family as an eldest sibling,

I'm the eldest brother in my family. I think, if I remember that far back, when I was in middle school, I started making decisions for my brothers. Since middle school, I started making a decision on where I wanted my brothers to go. So, really leadership started for me at home. And what made me envision myself as a leader is, I always would compete or put myself in a position to lead a class, because I always felt like I had a different take on things.

The concept of leadership starting at home was really interesting to me as a researcher. I thought back to my own experiences growing up as the oldest sibling in a household with two community college professors as parents. Many of my leadership lessons were around leadership taking place in educational settings and that to be a good leader you needed to have a good education. As I think about the implications for leadership lessons
at home, it more deeply ties personal identities, such as race, gender, and socioeconomic status, to how individuals will view themselves, or not view themselves, as leaders. Considering this, individuals with historically marginalized identities may be less likely to view themselves as a leader. They may also be less likely to see themselves represented in leadership roles in the media, politics, or other environments based on implicit and explicit social messages about what leadership is. This difference in leadership experiences for minoritized students was a focus of critiques and updates to the Social Change Model of Leadership to include aspects such as liberation, storytelling, and systems challenging (Harper & Kezar, 2021).

For some participants, there was a conflict between the implicit and explicit messages they received about leadership and how they viewed themselves. June shared that the implicit messages she received about what it meant to be a leader did not align with how she saw herself as a high school student. She said, “what influenced me is seeing other people in roles of leadership, because I associate it with extraversion and confidence, which was very opposite of me in high school.”

In my work with college students I hear this often. In high school, and oftentimes into college, students feel that a leader is the captain of the team, the loudest in the room, or the most popular person in their class. It takes time to recognize that there are multiple ways to lead and that leadership can be taught (Parks, 2005). For many participants, like Denise, college was when they started to really step into their own leadership identity,

It wasn't until college I actually started to step into leadership fully. For various reasons, I think the one time I can clearly say, and I'm sure that there are others, was when my friend and I started our organization.
This experience of developing a leadership identity in college was the foundation of the Leadership Identity Development Model (Komives et al., 2006). For many students, this happens through a variety of involvement activities on campus which lead to a stronger personal leadership identity. For Denise, I think this is important because it demonstrates that she was developing her own leader identity before participating in her short-term study abroad leadership course - which had the potential to expand that identity into a new global context.

Developing a leadership identity in college was enhanced for some students through their involvements on campus, which led them to thinking more about themselves as leaders. Brandon shared about how his involvement in college led to changes in the ways he saw himself as a leader,

I found Student Government, the Student Government Association. I was involved in that for a while and just really enjoyed talking to other student leaders, getting to know them, and getting to know the leadership within the university on that scale.

It was powerful to hear students discussing their own leadership identities. They transitioned from being reliant on external messages about what a leader is to developing more internal control over understanding that there is not just one way to lead. There was also a shift, generally in their transition from high school to college, where their leadership understanding became less about positional authority and more about a practice of certain skills and behaviors. I vividly remember my own experiences being a college student and thinking that I had to gain positional leadership before being able to act as a leader in the organizations I was a part of. It wasn’t until later in my college
career that I realized many of my involvements were organizations of leaders, each acting in their own ways, regardless of positions and titles. In my observations, the continuous evolution of leadership identity is a critical foundation in being able to enter reflections on understanding of global leadership. I believe that without the acknowledgement of the complexity of leadership identity, one risks oversimplifying the complexity needed to explore global leadership.

The discussion with participants on their own leadership journey throughout high school and their college experiences aligns with some of the key research on the development of a leadership identity. The Leadership Identity Development (LID) Model provides six stages of leadership identity from awareness through integration/synthesis (Komives et al., 2006). Many of the students expressed experiences around awareness of leadership, exploration, and moving into the development of an initial leadership identity throughout many of their high school experiences. It was in college leadership experiences that many participants moved into a more nuanced idea of what leadership is but also the ways in which they were performing as leaders. This leadership differentiation laid a foundation for further explorations of how leadership can be understood in a more global context.

Through the provocation of identifying self as a leader, participants laid the foundation for understanding global leadership. Without this provocation, the production of developing a leadership identity as part of understanding global leadership may not occur. It was clear throughout the interviews that the early stages of students’ understanding of leadership were critical in providing a foundation that could be
expanded on to include an understanding of global leadership as it became more complex through further provocations.

**Context Matters in Understanding Leadership**

In addition to identifying self as a leader, it was clear that students’ understanding of leadership and global leadership was deeply impacted by their individual context. Participants' identities, in addition to their academic discipline, greatly impacted the ways they understood leadership. Both of these also shaped the messages they received about leadership. Maggie talked about her experiences as an Asian American and how that impacted how she viewed herself as a leader,

I feel like a lot of Asian Americans, in general, the way they were raised, they were taught to always follow whatever their parents say and just try to keep to themselves…especially for me, I had immigrant parents…I always would keep to myself if I had any problems just because I knew they were busy. They were working every day. So I just grew up more reserved and just doing what I was told.

Maggie went on to share how this was amplified by her experiences with mental health, which led her to seeking alternate forms of leadership. She shared, “I have some crazy bad anxiety. So just in general, I always consider myself to be more of a follower rather than a leader.”

Maggie’s experience could be understood through a lens of intersectionality. Intersectionality examines the ways that individual identities, such as gender and race, create unique lived experiences and oppression when combined compared to looking at the identities individually (Crenshaw, 1991). The ways in which Maggie’s understanding
of herself as a leader was impacted by her identities as an Asian American with anxiety, which creates a different lived experience than those being experienced individually. Maggie was receiving messages as an Asian American to “keep to themselves” while simultaneously experiencing anxiety that led her to avoid leadership situations. I believe that in understanding one’s own leadership, it must start with understanding one’s own personal identities. This is also reflected in the expansion of the Social Change Model of Leadership Development through liberation (Harper & Kezar, 2021). Liberation acknowledges the ongoing process in which one is always developing - particularly against harmful messages, stereotypes, and barriers (Harper & Kezar, 2021).

In this case, Maggie was beginning to push against some of the stereotypes she was receiving as an Asian American about her connections to leadership. In spite of the messaging she was receiving about keeping to herself and experiencing the impacts on anxiety, Maggie developed a leadership identity. This new leadership identity may have allowed her to be her authentic self by embracing more diverse ways of being a leader beyond simply being the loudest in the room. This identity development sheds light on the importance of context in understanding leadership because it provides an environment from which individuals can disrupt traditional notions of leadership that are embedded in dominant identities and cultural norms to create more diverse and inclusive ways of understanding and practicing leadership.

In addition to Maggie’s comments about the impact of her identities on leadership, Ruby talked about how her experiences as an adoptee impacted some of her earliest leadership experiences. One example was how she led conversations across difference to allow others to understand her and her family,
I was adopted from China at a really young age. And so, I've always felt kind of, you know, eyes on me; my family is interracial. I think that from that experience, I was finding myself really doing a lot of explaining and a lot of talking about adoption and leading people through kind of this understanding of what it means to be…a Person of Color in a family that doesn't look exactly like you.

This experience may not be commonly understood as leadership as it is not tied to a position, but the power of Ruby leading cross-cultural conversations through personal storytelling was important in her leadership development. This experience connected me with the Expansion of the Social Change Model for Leadership Development as it connected to elements such as power and oppression acknowledgement, liberation, storytelling, and system challenging (Harper & Kezar, 2021).

Beyond personal identities, the academic interests that students pursued in both high school and college also provided implicit and explicit messages about what leadership was. As I spoke with participants, it felt like each academic interest area they had provided different expectations about what a leader is. For example, when I spoke to engineering students, leaders were seen to be problem solvers, worked in teams, and there was less of a social or extraverted expectation. Whereas June, a political science student, shared that she thought of leadership as something politicians did,

I think I would have thought it was just like politicians in a way. Like where we just heard the U.S. president went to France, or whatever, and did whatever. So, I don't think I thought much about it. …you just go and talk to other countries and maintain peace, I guess.
Other students’ disciplines didn’t provide many examples of leadership or skills associated with it. Jenell, an engineering student, felt that she lacked some leadership skills due to the nature of her education,

Being an engineer in college, I didn't really get to develop a lot of those leadership skills that I really enjoyed pursuing because we just don't really do any presentations. We just do calculations mostly.

This provocation was interesting to me due to the fact that early contexts of leadership identity are largely externally influenced. In the case of identity, students from marginalized identities will often not see themselves as leaders because their identities may not be shared with those that society has deemed leaders based on public facing positions like politics, business, or entertainment. I compare this to my own experiences holding privileged identities, including being a White male, which led me to receive many messages, implicit and explicit, growing up about my potential for leadership.

When I watched television, I saw families that looked like mine and kids that looked like me. When the President of the United States addressed the country, he had the same background as I did. When I went to school each day, my teachers looked like me, and other members of my family, which led me to feel like I belonged. These messages, and so many others, led me to believe from an early age that I could be a leader and be anything that I wanted to in the world. I often reflect on comparing this to children with minoritized identities who may have the opposite experience I had. This reinforces the need for a disruption of traditional leadership norms and messaging towards more diverse, complex, and inclusive understandings of leadership.
The element of academic interests influencing notions of leadership was interesting, as my own view of leadership is as a multidisciplinary field that can be applied in any academic context. It was clear that most of the participants did not have exposure to leadership development content in their academic programs and needed to seek that out through curricular or co-curricular opportunities. For most students, this pursuit of leadership education happened at the collegiate level at the same time that their leader identity was developing in more nuanced ways.

The role of context in understanding of leadership was another foundational provocation that led to the production of developing a leadership identity. These foundational contexts shared by participants were the ground level for their journey towards understanding global leadership. For the participants I spoke with, none of them shared global contexts as part of their foundational understanding. I was left wondering how this might be different for students who were raised in global communities or in a cultural context different from their own. This provocation of context leads into the second production of how student’s experiences had a powerful influence on their understanding of global leadership.

**Influences of Experiences**

In addition to developing a leadership identity, participants' understanding of global leadership was produced through the influences of their experiences. As students developed their own leadership identities, their personal experiences were productions of the phenomenon, as they had direct influence on the ways they continued to define and understand leadership. Within the context of understanding global leadership there were three provocations.. The first provocation was *non-global experiences*. Through this
provocation, students who had leadership experiences without a global connection did not develop an understanding of global leadership until having a global experience provocation. The second provocation, *global experiences*, provided insight that students only began to understand global leadership through it being provoked by global experiences. The final provocation was *defining global leadership*. The process of defining global leadership provoked the phenomenon as it is understood through the participants’ experiences. This definition, which also contributed to the overall understanding of global leadership, was emergent and continued to evolve for participants even throughout the course of our interviews.

Before participating in short-term study abroad leadership courses, seven of the 12 participants had little to no global experiences. This led them to having a limited understanding of global leadership. As Denise puts it, “I don't think I thought too much about global leadership before going abroad.”

This finding was significant in a number of ways. First, today’s world is more globally-connected than ever and news from around the world is easily accessible. Yet, participants without tangible global experiences had a limited understanding of global leadership. This was surprising as a researcher, as I entered this study assuming that all participants would have had some understanding of global leadership which would have been enhanced through their global experiences. Second, the role of global experiences became a differentiator for having an understanding of global leadership for participants in their short-term study abroad leadership courses. Those students without global experiences entered with very little understanding of global leadership and few expectations related to it. Participants with global experiences entered these courses with
preconceived notions of understanding global leadership that would be foundational to their course experience. It is important for educators who are facilitating these courses to be aware of these different groupings to be able to craft a curriculum early in the course that addresses both starting points. Third, global experiences that led to an understanding of global leadership before entering the short-term study abroad course experience existed within global and domestic contexts. While some participants had global experiences that took place abroad, such as Brandon, Rhys, and Maggie, other participants, such as Doug, had significant work experiences with a global focus that led to an understanding of global leadership. Finally, participants who had little to no global experience were more likely to share that their short-term study abroad leadership program was a life-changing experience or one of their top experiences in college. Participants who had global experiences before that course were more likely to experience the short-term study abroad course as a meaningful experience but not heightened to the level of being life changing. This could mean that short-term study abroad leadership course impacts on understanding of global leadership are more significant for participants without previous global experiences when compared to participants who entered the course with global experiences.

The role of global experiences in understanding global leadership was one of the key findings in this study. While all participants ultimately developed an understanding of global leadership through their short-term study abroad leadership course experiences, the path to that understanding was divergent based on those previous global experiences. It is important to acknowledge in this distinction that the attribution of life-changing experiences for participants without global experiences could be attributed to the overall
experience of being abroad for the first time as opposed to attributing it to the experience of understanding global leadership.

**Non-Global Experiences**

Global experiences were a significant provocation of understanding global leadership for participants. When asked about their understanding of global leadership, seven of the 12 participants indicated that before participating in their short-term study abroad leadership course they had limited to no global experiences. These same participants also shared that they had little to no understanding of global leadership. This provocation that associated non-global experiences with a lack of understanding of global leadership was very clear in participant interviews but was challenging to name explicitly in my analysis. While each of those participants had views on leadership and their own identities as leaders, the lack of global experiences did not provoke an understanding of global leadership. Denise shared that, “I went in there with zero expectations about what global leadership was because at the time, I was still kind of thinking, oh, this was studying abroad….I hadn’t given much thought to it.”

This was interesting to me because it suggested that as Denise entered the course, she was more interested in the aspects of study abroad and travel than she was about the learning related to the course content of global leadership. I imagine this could be common for many students registering for short-term study abroad leadership courses and is an important context to understand for those leading these courses. Kristal explained that, for her, she did not begin to think about global leadership until she saw a course that was focused on it. She shared how that impacted her early understanding of global leadership by saying,
I think I really did not even tap into global leadership until I saw this being offered…If this course wasn't created, I don't think - I certainly know - that I wouldn't have gone as deep as, as thinking global. I would have just…focused on leadership, but pretty much American leadership…I never thought about it before.

This quote from Kristal really demonstrated for me how students’ views of leadership were American-centric before traveling abroad for their short-term study abroad leadership course. Essentially, their understanding of global leadership remained unprovoked until they went abroad. June, for example, discussed how she hadn’t thought much about global leadership before going abroad and that it led her to be closed-minded,

I don't think I thought too much about global leadership before going abroad. I think I was closed-minded before going abroad. When I was younger, my mom was like, oh, we should go to Europe and I'm like, I have no interest. So, I don't think it would have come up if I hadn't chosen that path.

I personally had not traveled outside of North America until after completing my undergraduate degree. As an undergraduate student, I had a limited understanding of leadership and made no connection to it on a global level. As a global leadership educator, I had assumed that all students would have considered global dimensions of leadership whether they participated in a global experience or not. A lot of this assumption was driven by our more globally connected world today than when I was an undergraduate student, in addition to the emergence of social media. I was surprised to see that without specific global experiences, it was clear that students were not considering global elements of leadership at all. The phenomenon of understanding global leadership needed to be provoked by those global experiences. This was a
surprising finding in the conversation, and one that was shared by the majority of participants.

This non-global experience provocation connected with elements of the Global Leadership Development Model (Widner-Edberg, 2018). Specifically, these participants lacked knowledge in the areas of self, global, and leadership which led them to having a lack of understanding of global leadership. By increasing this knowledge, they would be able to work on the additional skills, characteristics, and action needed to be a global leader. It is also connected to the Pyramid Model of Global Leadership which shows that global knowledge is the entire foundation of global leadership. Without it, you cannot reach higher levels of global leadership skills (Osland, 2018).

Throughout this provocation I was struck by how open and honest students were about their lack of understanding of global leadership. Essentially before having a global experience, students had nearly zero understanding of global leadership. Their experiences were a core production to lead to an understanding of global leadership. This lack of understanding of global leadership for these participants was in stark contrast to the students who had global experiences, resulting in both an initial understanding of global leadership and a familiarity with engaging in global experiences.

**Global Experiences**

In comparison to participants who did not have global experiences before participating in short-term study abroad leadership courses, the role of global experiences contributing to an understanding of global leadership was evident for the other participants. When asked about their understanding of global leadership, five of the participants indicated that they had some level of global experience before participating
in their short-term study abroad leadership course. In addition to this global experience, they also shared that they had an existing understanding of global leadership. The conversations with these participants were in stark contrast to those who had not had previous global experiences. Each of these participants had reached this understanding through participating in some kind of global experience either abroad or within a United States context. Experiences included participation in other study abroad programs, personal travel, working in global organizations, and diversity of where they grew up.

Rhys and Brandon had each participated in multiple study abroad programs while they were in college. This was something that was unexpected when I recruited my participants and led them to each having very interesting perspectives related to understanding of global leadership. These study abroad programs had provoked their understanding of global leadership before participating in their short-term study abroad leadership course. The global experience was needed to provoke the phenomenon initially for both of them as Brandon shared,

I've barely been out of the country. I've only ever been to Canada really. And I got on a plane by myself to go overseas to a country that doesn't speak English primarily and live with a host family for three weeks spending time in Berlin. Meeting other total strangers, not knowing a single person. I was able to go and do that and have these incredible experiences on top of it.

This initial study abroad experience before participating in the short-term study abroad leadership course gave Brandon a foundational understanding of global leadership.
Other participants, such as Maggie, had done extensive international travel with her family which she felt gave her a foundation for understanding global leadership before engaging in her short-term study abroad leadership course,

Compared to someone who's never traveled, it probably made it a little less scary. And I kind of had an understanding that there are different practices that I need to follow. Like, I can't just expect everything to be the same as us and I need to be mindful of how other people might react to some of the things that would be normal here. So I guess just an understanding that it is a different place.

Global experiences could also include work experiences within the United States, but with a global focus. One participant, Doug, worked for a study abroad office on his campus,

Since I was talking to students that were about to go abroad, and also that were abroad, and helped them through their process…I kind of had a general idea of how things work. So it wasn't too crazy for me to go on that trip. I guess I just had a little bit more of an expectation.

Doug also shared that where he grew up was very diverse so he was familiar with working across cultural differences,

I grew up in Baltimore City. It's rad that I went to a pretty diverse school with different types of people. So even on such a micro level, I saw different cultures. I wasn't necessarily a stranger to different people.

For the participants that had global experiences before participants in a short-term study abroad leadership course, there was a comfort and a confidence around engaging in leadership in global contexts that was not shared by the participants with non-global
experiences. As a researcher I found it interesting because, in some ways, I would say it was an overestimation for some participants of their global leadership understanding based on the limited global experiences that were shared. I also found it very interesting that the global experiences did not necessarily need to occur abroad, although most of them did. Global experiences that contributed to an understanding of global leadership included both global work responsibilities in addition to diversity of local communities within the United States. This difference in level of global experiences before participating in the short-term study abroad leadership course reflects different entry points for participants in understanding global leadership.

The global experiences contributed to the knowledge area of the Global Leadership Development Model that was missing for participants with non-global experiences (Widner-Edberg, 2018). While the participants with global experiences had developed some knowledge - specifically of global, cultural, and leadership - there still seemed to be gaps in the skills, characteristics, and action elements of global leadership. As I spoke with participants with global experiences, I sensed an oversimplification of the differences across cultures which reflected a lack of curiosity and cultural empathy.

This provocation was interesting in several ways. As I spoke with participants whose global experiences initially provoked their understanding of global leadership, it felt as if there was more of a surface level familiarity with global leadership rather than a deeper and more internalized understanding. While the understanding was present, the provocation of the phenomenon was still limited. This observation continued to reinforce the production that the influence of experiences, particularly global ones, were needed to have an understanding of global leadership. One of the key ways in which this
understanding was able to be expressed was by both the non-global experience and global experience of students defining global leadership in their own words.

**Defining Global Leadership**

Participants’ experiences, both non-global and global, led to a large range of different definitions of global leadership before participating in short-term study abroad leadership courses. Their experiences greatly influenced these definitions which served as a foundation for their understanding of global leadership. Throughout the interviews, participants continuously returned to these definitions of global leadership as a reflection of their understanding. This initial data reflects early definitions of global leadership before engaging in the short-term student leadership courses, while definitions in the context of their short-term study abroad leadership course will be included in the next production. Nasia shared that while she had a definition of global leadership, it was one of exclusivity and something that she did not see herself in.

I guess I had always thought that global leadership was more for select people. I don't know why I ever thought that, but that it was just not for people like me.

June, similarly, felt that global leadership was something that only the most select groups would have access to. She shared, “I think before going abroad I would have thought of, like, presidents as being global leaders, and probably stopped at that.”

Other participants relied on a combination of their global experiences and identities to inform their definition of global leadership. Rhys was a veteran who participated in multiple study abroad programs but defined global leadership through his military lens. He shared, “If countries worked like NATO worked, we would be getting a
lot more done. My understanding of global leadership stemmed from military leadership.”

Participant definitions of global leadership before participation in short-term study abroad leadership courses struck me in a number of ways. The first was my surprise by how limited their definitions were, especially for those who did not have global experiences. Even for the participants with global experiences, their actual definitions of global leadership offered a very limited or narrow definition of the topic which demonstrated a more basic understanding of the phenomenon. Rhys was a veteran student, who really built his understanding of global leadership through his military experience. It was interesting to me because of how often military leadership is not discussed in the student leadership education literature. This really highlighted a gap for me when exploring how undergraduate students’ understand global leadership, that veteran students who served overseas will have a unique world view and therefore understanding of global leadership. The connection between global leadership and exclusivity was profound for me as I think about the missions of colleges and universities that strive to graduate globally-minded students with strong leadership skills (Helms & Brajkovic, 2017; Sowcik & Komives, 2020). I believe this notion that participants stated that global leadership was something unattainable for them provides a great opportunity for the short-term study abroad leadership course to challenge this assumption.

Taken collectively, the production of influences of experiences was a crossroad for students’ understanding of global leadership. If students had not had global experiences, they did not have an understanding of global leadership. The differences between these two groups was profound and created very different entry perspectives as
both groups prepared for their short-term study abroad leadership courses. In the productions that followed, it was interesting to see that while there was a significant difference between the understanding of global leadership for non-global experience and global experience students, the gap in understanding quickly closed when the students participated in their short-term study abroad leadership course.

**Role of Short-Term Study Abroad Leadership Courses on Understanding of Global Leadership**

The third production of the phenomenon is the role of short-term study abroad leadership courses on understanding of global leadership. This production provides a bridge to understanding the primary research question related to how the phenomenon takes shape through participating in short-term study abroad leadership courses and the secondary research question about how the context of short-term study abroad leadership courses might provoke student’s understanding of global leadership. This production of the phenomenon contains six distinct provocations.

The first provocation is the *course structures of short-term study abroad programs* which facilitate an understanding of global leadership. The second provocation is that *reflection leads to understanding* which will be examined within participants describing how experience alone did not result in a deeper understanding of global leadership. The third provocation is that an understanding of global leadership took place from *intracultural and intercultural understanding* within the global experiences. The fourth provocation is that short-term study abroad leadership courses were considered by many participants to be *life-changing experiences*, which can contribute to positive associations with understanding of global leadership. The fifth provocation is *holistic*
student experiences which acknowledges that, by their nature, short-term study abroad leadership courses encompass broad student experiences that will influence an understanding of global leadership in different ways. The final provocation is defining global leadership in the context of global experiences. This builds upon earlier provocations about defining leadership without the deeper global experience connection which demonstrates evidence of further understanding of global leadership.

The role of short-term study abroad provokes an understanding of global leadership in important ways. Short-term study abroad programs place participants in a global context which creates a new frame of global reference for their experiences. The participants are removed from the ethnocentrism that characterizes much of American culture and places them in new spaces with distinct cultures, histories, and traditions. This becomes the backdrop for understanding global leadership, a backdrop that many participants were surprised to encounter. When discussing her global context, June shared, “I kind of forgot other countries and histories.”

In the short-term study abroad literature there is discussion about the impact of length of study abroad outcomes (Gaia, 2015; Strange & Gibson, 2017). This discussion centers around attempts to establish how much time is needed in a location to optimize learning and growth. Participants in this study all participated in short-term experiences, most of them around three weeks in length, provided a limited time for the phenomenon of understanding global leadership to be provoked. While this time was short, it does not mean there wasn’t an impact. Maggie shared some of the nuance related to the length of the course by explaining.
I feel like it was one of the bigger things in college that impacted my life. I guess, since it was so short, maybe like [if] it was longer, it would have had more of an impact, but it's hard to know - maybe it would have plateaued.

For the participants engaging in the short-term study abroad experience, it creates an environment where they are forced to dive into an experience in a way that semester or year-long study abroad programs don’t require. I think this is an important distinction for understanding global leadership because that understanding is happening in a context of both intensity and short duration. This creates an environment where the understanding could be provoked in intense ways, but the full impact will likely not be fully realized during the program itself. The opportunity to talk to participants with various lengths of time away from the experience was beneficial in this study, as it really let me experience their understanding of global leadership as it continues to take shape.

In addition to the context of short-term study abroad courses overall, the context of short-term study abroad leadership courses is important to distinguish. Leadership outcomes are not commonly associated with study abroad programs, which is why the leadership course content is important. Several participants had completed multiple study abroad experiences but they felt that only their leadership course provoked their understanding of global leadership.

One of the most significant examples of short-term study abroad leadership courses provoking the phenomenon was through participants' understanding of themselves as having the capacity to be global leaders. I believe the context of short-term study abroad leadership courses contributes to the understanding of global leadership being shaped from a personal identification due to the experiential nature of these courses.
experiences. Participants were learning in a global context as they were practicing many of the elements of global leadership as well.

When applying their understanding of global leadership, participants were able to acknowledge the ways in which context mattered. The understanding of global leadership was deeply contextualized by the location of their study abroad but also by the fact that inherently different contexts can provoke an understanding of global leadership in different ways. The most profound understanding of this was shared by Kelly,

And so you might have great ideas and think, ‘oh my gosh, this works so good in my class back home, why Is this not working while I'm studying abroad? Well, maybe it’s because you're in a different environment.

The complexity of this production is reflected in the number of provocations that are associated with it. I believe that short-term study abroad leadership courses are an inherently complex context and therefore difficult to capture their impact and influences. This production is important because it situates students’ understanding of global leadership in a set of shared, yet unique, contexts. Participants represented multiple different short-term study abroad leadership courses with each provoking their understanding of global leadership in different ways. Having taught several short-term study abroad leadership courses, I was able to understand and analyze the wide range of experiences students discussed that were associated with their course experiences. The following findings capture many of the ways in which the phenomenon was provoked through the short-term study abroad leadership courses.
Short-term Study Abroad Leadership Course Structures

In order to explore how students’ understanding of global leadership might take place through participating in short-term study abroad leadership courses, it is critical to understand the structure of these course experiences. These courses are unique based on their length of time, their focus on leadership specific curriculum, and the impact of the location in which they are delivered. There is debate within the literature about the optimal duration of short-term study abroad courses (Coker et al., 2018; Dwyer, 2004; Gaia, 2015). Don compared his experience with his short-term study abroad leadership course to that of diving into a pool,

It's kind of an experience like you're almost stepping into a pool. Then you're settling into it, and you're letting the waters settle and seeing how things are while you're there. But for us…we're jumping in; we're diving straight into it. And we're just trying to reach one end of the other. There is a little bit of treading; there's a little bit stopping and taking things in, but the entire time, we are on the move and we are working to understand the environment.

One important distinction is that participants in this study enrolled in courses that had leadership education as the main curriculum. Some participants that had participated in other study abroad programs found that they needed the leadership education to really enhance their understanding of global leadership. Their other study abroad programs did not enhance this understanding. June shared her how her short-term study abroad leadership course was deeper learning compared to other study abroad,

I would say the content learned is definitely way deeper, because everywhere else I studied abroad was just like school but in a different location. But this was a
targeted class on this specific topic and we were taken to places that were…on the topic. So, that was a different experience because all the other places I'd have to do the work myself to learn.

This leadership education curriculum highlighted some cultural differences that may not be included in other study abroad course structures. It also provides a framework for engaging in cultural differences that wouldn’t occur if someone was traveling on their own. In courses that I have taught, this has been facilitated through relying on local leaders to provide guest lectures or visiting local organizations that are engaging in community-based leadership work. In my courses, leadership models and assignments regularly focus on cultural differences in approaches and understanding of leadership. Doug captured some of his insights on how he felt the leadership curriculum impacted his understanding of global leadership,

We wouldn't pick up on the subtle differences, and we especially wouldn't learn about global leadership as a whole, just from traveling to one place. Having a structured course curriculum, specifically set on learning global leadership, helps. In looking at the structure of the various leadership courses, it quickly became clear that location matters. Leadership is deeply contextual and the location in which the course was delivered had an impact on the messages as it relates to global leadership. Certain course experiences also included different elements that left an impact on participants. For example, Don studied abroad in Indonesia and participated in a homestay saying,

I did really value the aspect of having the host family there. I had not had that experience before. I was aware that it existed and…this is something that people
do sometimes when they travel, but actually being a part of that was interesting.

It…was actually very helpful.

Multiple participants commented on the role that language played in their short-term student abroad leadership course experience. Most of the participants studied abroad in English speaking countries which provided less of a language barrier. Jenell, who studied in Ireland, reflected on how her experience may have been different in a country where English was not the primary language,

Maybe if I didn't speak the language and English was their second language, I wouldn't feel as comfortable just going up to people and chatting. I don't know if I would have had as much of a one on one connection with people and hear their perspective.

The location can also play a role in providing a new context to understand a familiar issue. Nasia studied in Sweden in a leadership course that focused on Women in leadership. This allowed her to view her experiences within the Swedish context but also comparing it to her experiences in the U.S. as a woman,

It's definitely natural for women in Sweden to have a leadership role. I mean, I know it's not necessarily the exact opposite here in the U.S., but there's definitely a distinct difference of it being natural and being kind of like, we fought for this, or we're fighting more for this, like it is here in the U.S.

Participants in this study represented five different short-term study abroad leadership course programs, including one that I instructed. The participants' insights on their experience in the courses made me realize just how many variables there are in short-term study abroad leadership courses. The provocation of the location of the course
is critical in understanding global leadership and can vary greatly by location. I find it interesting that the majority of participants studied abroad in English speaking countries, which is consistent with study abroad location trends for U.S. colleges and universities. I was left really wondering what the opportunities for exploring an understanding of global leadership would be in more diverse locations (Institute of International Education, 2022).

The variety of program structures for participants in this study reflects one of the challenges in evaluating study abroad programs. The differences of study abroad program structures, which can include direct enrollment with global institutions, study centers run by home institutions, housing in local apartments or local families, can all significantly impact the experiences a student has (Rhodes et al., 2014). When considering understanding of global leadership within this context, it is important to acknowledge the variety in program structures that students are experiencing (Rhodes et al., 2014).

There were so many ways in which the course structure influenced the role of short-term study abroad leadership courses in contributing to students’ understanding of global leadership. Some of these were obvious to me, such as the notion that the shorter duration of the courses led to intense experiences. Other impacts of course structure were less obvious to me initially, such as the influence of location on structure. In many ways the course structure provided the overall framework, while the experiences provoked students’ understanding of global leadership. These provocations were also enhanced through reflection on the experiences which will be explored next.
Reflection Leads to Understanding

Throughout my conversations with participants, it was very clear that participation in global experiences did not necessarily lead to an understanding of global leadership. Global experiences, when in the presence of intentional reflection, led to an understanding of global leadership for undergraduate students. This finding is significant for study abroad courses broadly and provides an opportunity for using reflection as a tool for increasing understanding of global leadership. It was also a key distinction in addressing an assumption that I wanted to explore, which was that simply traveling abroad would lead to a deeper understanding of global leadership. Don discussed his experience in his short-term study abroad leadership courses when comparing it to his other global travel experiences,

It was actually really eye-opening experience for me because if I could have come into other vacations with this mindset in mind, I could have had so much more to experience and so much more to appreciate in going to these other places than just ‘oh, here's the nice resort that we're staying at and all the nice luxuries we can enjoy while on a beach.’

It was interesting to have multiple participants in the study who had completed study abroad programs before their short-term study abroad leadership course. Rhys had completed two study abroad programs, while Brandon and Denise had each completed one. When asked about how their previous study abroad experiences had impacted their understanding of global leadership, each of the participants shared that they had not considered global leadership in the context of those other programs.
The potential for leadership learning in study abroad courses is reflected in the literature (Niehaus, 2018). Yet, we cannot assume that an understanding of global leadership will be provoked simply by students engaging in global experiences. Reflection was a common theme across the different short-term study abroad leadership courses as Don shared,

There was a lot of personal reflection…we got to have everything written down as we were experiencing it. Then we could really absorb it after the fact and understand this is what we were witnessing and this is how you can interpret it.

Reflection specifically related to global leadership was a provocation that directly led to an understanding of global leadership which was unique to short-term study abroad leadership courses compared to other curricular or non-curricular global experiences.

The most common form of reflection across the participants’ course curriculum was through journal prompts during the program. This is a method that I also utilize in my courses. I require students to keep a daily journal, which addresses specific prompts connecting to the experiences of that day. This journal is graded throughout the course and is a chance to both give feedback and challenge students to go deeper in their reflections. Kristal talked about how journaling and other experiences helped make her understanding of global leadership more clear,

I thought it was really helpful that we had to do those journals while in Australia to connect those dots of what we read the semester prior. And connecting them live time. It's more active learning than passive. I think that's really important, especially to grasp something as big as global leadership because there's so much literature. You could just read for days, but I think there's real value in
experiencing something firsthand…Walking through Australia, you don't even realize that you're kind of living cultural leadership just by a handshake or different things that you do when you interact with locals.

Several participants, including Kristal and Don, acknowledged that their reflections occurred both during the course experience and continued after the course experience. Interestingly, several alumni participants shared that the interviews for this study provoked the phenomenon, as it encouraged them to reflect on their experiences in different ways. Denise shared that her own identity as a global leader was enhanced through our interviews,

I kind of just put that in a box, like that's [for] political leaders. I don't think I ever thought about, ‘hey, I could be a global leader’ or, you know, that is something that's actually possible - actually, until you and I started having these conversations.

Similar sentiments were shared by Rhys related to the ways that our conversations were provoking their understanding of global leadership. In particular between interview one and two Rhys shared that he spent a lot of time reflecting on his experiences as he prepared for our second conversation.

As a leadership educator, the value of reflection and learning is at the core of leadership curriculum. Leadership is something that must be both studied and practiced to be able to grow in one’s own leadership skills (Rosch & Jenkins, 2020). Hearing that participants benefited from the reflections in their courses was not surprising to me, but I was surprised to hear participants benefitting from our interview conversations. This was
an unexpected outcome but could be understood for alumni who may have been reflecting on experiences from several years ago.

Reflecting back on my own leadership experiences and views, there are experiences that I am still learning from today. For example, when I was a graduate student at the University of Maryland I participated in a short-term study abroad course that focused on the internationalization of higher education. This experience is something that continues to provide me with layers of reflection and growth many years later. My short-term study abroad experience has continued to shape and challenge my own views on global leadership, especially while I was designing, conducting, and analyzing this study. I believe that exploring reflections with significant time away from the experience can uncover even deeper and more dynamic provocations than exploring it during or immediately after the experience.

The participant insights through this provocation really aligned with the cycle of Experiential Learning (Kolb, 1984). This learning cycle includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. Participants shared insights that demonstrated continuous reflective observation throughout their course experience which provide some level of abstract conceptualization and active experimentation. The short-term nature of the course structure likely allowed less time for conceptualization and experimentation, which likely continued once participants returned home from their experiences. Upon return students would have the opportunity to apply their new learning in their local contexts on their campuses and in their communities. This ongoing application could lead to more learning.
Across most participants, reflection was a common element of their short-term study abroad leadership courses. It was clear that this provoked their understanding of global leadership, as it focused their attention throughout the experience. The reflections incorporated into the short-term study abroad leadership courses shifted the ways students understood global leadership (Niehaus & Ostick, 2012). This understanding that was provoked could also be broken down further into intracultural and intercultural understandings, which will be explored next.

**Intracultural and Intercultural Understanding**

An understanding of global leadership was provoked through short-term study abroad leadership courses by providing participants with learning that reflected both intracultural and intercultural understanding. Intracultural learning was experienced by participants as they learned about their own culture through experience and reflection. Intercultural learning took place when participants learned about a culture different from their own through experience and reflection. As participants engaged with a new global community interculturally, they were also learning more about their own home intraculturally. Many participants shared direct comparisons between how they contextualized what they were experiencing in their course with how they would have understood that from a U.S. context. When Nasia was studying in Sweden, she shared how she thought of herself as a woman in leadership roles in the U.S. compared to what she was seeing in Sweden,

(As a woman in leadership in the U.S.) I shouldn't be here. I don't fit in here. It was just very natural there versus here - where sometimes you can see a little bit of, ‘do I belong here’ type feelings. Or when you see it, you kind of make a
statement about it like, ‘wow, that's amazing to see.’...They're making all these changes, but there it was more natural and it was kind of amazing to see that different dynamic. It just was normal.

This was also true in understanding local histories in connection to and comparison with the United States. Multiple participants who studied in Australia saw connections between the relationship between Aboriginal Australians and Native Americans. Kristal had a conversation with a local Australian about the relationship between Aboriginal Australians and the Australian government related to Independence Day holidays,

The government was recognizing the Aboriginals, which is kind of parallel to, our Native Americans, and how the Aboriginals thought of it as a day of mourning or a day of survival…. She said the government was actively trying to change that and I thought that was really remarkable that they were trying to celebrate the Aboriginal culture and changed the norm.

I found this provocation to be very interesting, as participants seemed to simultaneously be learning about a new cultural context while more deeply exploring their own cultural identities and national histories. Many of these lessons seemed to be tied directly to historical power and oppression in different contexts, which connects to the expansion of the Social Change Model of Leadership Development (Harper & Kezar, 2021). I believe this is critical for contributing to an understanding of global leadership as it acknowledges that there can be both similarities and differences across different cultures in the ways that power and oppression are acknowledged. This awareness of intracultural and intercultural learning in short-term study abroad leadership courses
works towards an understanding of global leadership where participants can appreciate the ways different contexts inform leadership experiences. For both of these participants, it was clear that these experiences were epiphanies during their abroad experiences.

The opportunity for students to learn about new cultures, in addition to learning more about their own culture, is an important provocation as it contributes to the role of short-term study abroad leadership courses. This intracultural and intercultural understanding lays a key foundation for understanding global leadership. Participants whose understanding was provoked through this, may have developed an understanding of global leadership that is grounded in important cultural differences which can be recognized and appreciated. These are the types of complex nuances of global leadership that demonstrate an understanding of the global leadership that has been provoked.

**Life-Changing Experiences**

The secondary research question exploring what it means to understand global leadership through participation in short-term study abroad leadership courses can be greatly influenced by the fact that six of the 12 participants shared that the course was a life-changing experience or their best college experience. This assessment of their own experience could impact the way they would assess their own understanding of global leadership through that positive lens. The overwhelmingly positive association with the experience could lead to a tendency for participants to also associate their understanding of global leadership positively. As Brandon shared, “it was one of the highlights of my life - maybe the highlight of my life. It was absolutely incredible.” Similarly, Denise studied in Australia and situated her course within her college experiences by saying,
“that was a really great experience for me - one of the highlights of my college experience, to be honest.”

As I consider how this perception of a life-changing experience can provoke an understanding of global leadership, there is a caution in overestimating one’s understanding. This overestimation could be a result of the positive experience of the course being conflated with an understanding of global leadership. Participant interviews indicated that most participants had both a positive experience and developed an understanding of global leadership. It is important to acknowledge that participants could have a positive experience in their short-term study abroad leadership course and have a limited understanding of global leadership.

This perception of a life-changing experience also led multiple participants to share the ways in which they have become advocates for the study abroad experience. I believe this is important, because it demonstrates how closely they resonate with the experience in which the phenomenon was provoked. Kristal shared, “I feel like any time I see a college student, I recommend studying abroad.” This idea of advocating for study abroad, specifically for college aged students, was captured by Rhys in sharing, “I'm just going to plug this opportunity to study abroad, right, because it is so important that forming minds young, forming minds are a formidable force.”

The positive experiences associated with short-term study abroad leadership courses align with research about the life changing transformational experiences students have while studying abroad (Ingraham & Peterson, 2004). While I truly believe participants in their assessment of their experiences, I do have concerns about how this may influence their ability to critically evaluate the actual quality of their learning
experiences. For example, a student who has an overwhelming positive overall living experience while abroad may overestimate their understanding of global leadership more positively due to associating it with their overall positive experience. In talking with participants, I could feel their energy and excitement as we discussed these experiences, which were several years ago for alumni participants. It was very clear these experiences had left an impact; the challenge was unpacking what exactly that impact was.

Not all participants claimed that the experience was life-changing. Some participants offered limited comments on the topic - while some participants, like Kelly, acknowledged that it didn’t change her life but definitely changed her perspectives,

I think it's the cliche of when you come back. Everyone's like, ‘oh, I studied abroad and changed my life.’, I don't claim that. I don't think it changed my life. I just think it changed my perspective on things...I'm in a place where I'm just much more aware how this one thing isn't going to impact everything and I'm just one little person in this whole global scale of things that are happening in the world.

I believe this comment from Kelly fully represents that the short-term study abroad leadership course doesn’t need to be seen as a life-changing experience for an understanding of global leadership to be provoked. It also demonstrates more of a complexity in understanding global leadership with her humility in her own perspective.

This provocation reflects the ethos of the context where students were understanding global leadership. This reflects a major way in which the role of short-term study abroad leadership courses would produce their understanding of global leadership. Had this understanding of global leadership been produced within a context
that was less positively experienced, it may have contributed to participants reporting
less of an understanding. This provocation also reflects one of the many ways in which I
believe that short-term study abroad leadership courses are inherently complex. They are
intense experiences and students experience many things simultaneously. This
complexity is also captured in the next provocation of holistic student experiences.

**Holistic Student Experiences**

An additional nuance to what it means to understand global leadership through
participation in short-term study abroad leadership courses is that, by their nature, these
courses provide holistic student experiences that cannot be understood in isolation of
each other. While the curriculum of the course experiences may be the same for all
participants, the way participants experience that curriculum varies greatly based on
personal identities. Participants expressed this in a number of ways through commenting
on how their experiences were influenced by identities such as spirituality, race, health,
and overall social dynamics. Denise discussed how her spirituality was impacted during
her short-term study abroad leadership course,

> For me, personally, it helped me with my relationship with God in a way, because
> I was really struggling to find financial aid for that trip. But then I think God just
> put certain people in my life [who] just opened up a lot of doors.

Denise went on to also discuss her experiences as a Black woman during the course and
how she struggled to see herself represented in her new context by saying,

> I was trying to count because I noticed I didn't really see a lot of people that
> looked like me in Sydney. So, I was counting. I was kind of getting a mental
> check, like how many Black people I saw. I think around the second or third
week, I just stopped counting. I think I only got up to like 40, and that included like a family of four that I saw on the train.

Experiences with Race were not only discussed by participants in their global context; it was also a factor in their sense of belonging with their peer group. Ruby, an Asian American participant, commented on her experience with her first class meeting,

I remember sitting down at the meeting, and I was looking around. I remember it was a lot of people who did not look like me - like a lot of people - who I would not necessarily be friends with…people that just looked intimidating to me. There were a lot of business students I remember, and I was just like, oh my gosh, what did I get myself into?

When I have led short-term study abroad courses in the past, I have often thought about the differing experiences for students based on race. The courses that I have taught take place in Ireland and Northern Ireland, both of which are places where the dominant racial identity is White. Students in my classes have also been predominantly White, which reflects both the composition of my campus as well as data related to who participates in study abroad experiences (Institute of International Education, 2022). Students with minoritized racial identities in my courses experience isolation both within the group as well as within our context. I imagine this can create significant challenges for those students to engage in the course and the local culture. Challenges that White students in my class would not experience. This acknowledgement not only exists in the provocation of holistic student experiences, but also connects back to the provocation that location of the course structure matters in students understanding global leadership.
Physical and mental health impacts on students were core to their experiences as well. Specifically, multiple participants talked about the way that their study abroad experience impacted their mental health. For some participants, this was part of their decision making process, while for others it impacted the way they interacted across cultures. Maggie, who had a history of anxiety, talked about how her anxiety impacted her when meeting people from a new culture,

It is exacerbated when I'm talking to someone from a new culture, because I don't want to do anything offensive. So that could be a good thing, I want to research where I'm going. I just make sure that I have an understanding of what I can or cannot do.

Some participants, including Kelly, participated in short-term study abroad leadership courses during the Covid-19 pandemic. In those course experiences, the role of the pandemic influenced some of the leadership lessons. Kelly explained this by saying,

Being that we had a lot of Covid cases come out is just like learning flexibility. I think that was so huge...Even though everyone was impacted in some way or another. Watching our stories at the end, everyone was still super upbeat and like they were able to bring positives out of there…I think it does relate to global leadership in the sense that learning to be flexible and adaptive is going to be crucial in those sorts of situations.

Overall, it is important to acknowledge that during short-term study abroad leadership courses there is much more happening beyond simply the course curriculum. Students are living and learning in a new cultural context in formal and informal ways. Multiple participants highlighted the experience of living and studying with their peers in
such an intense learning environment. It provided both challenges and opportunities for developing relationships and practicing leadership skills. Jenell discussed how she appreciated that her short-term study abroad leadership course was a blend of both academic and social experiences by saying,

   It was a really good blend of course classwork and also time to build relationships with your peers and be social. That’s also kind of a part of leadership that's not in the classroom.

   Participation in study abroad has been studied through a number of identity groups. Identities include differences between gender (Salisbury et al., 2011), race (Brux & Fry, 2010), income (Twombly et al., 2012), sexuality (Bryant & Soria, 2015), and ability (Twill & Guzzo, 2012). As I spoke with participants, it was clear that the overall study abroad experience was being viewed deeply through personal identities. For students from marginalized identities, this can be another challenge to navigate in addition to making sense of a new global context. Because these short-term student abroad leadership courses have so many variables based on student identities, it is important to acknowledge that an understanding of global leadership through the experience could be attributed to a number of simultaneously occurring experiences beyond the leadership curriculum. It also creates an opportunity where participants are in an immersive learning environment that is representative of the complexity that is also part of being a global leader. In order to understand the perspectives of these students, the role of storytelling in leadership is critical - especially for those with marginalized identities (Harper & Kezar, 2021).
In my conversations with students I saw how the role of short-term study abroad leadership courses provides an environment in which students have a range of experiences that impact them in complex ways as they develop an understanding of global leadership. These holistic experiences are reflected in personal identities which impact lived experiences, aspects of life that are non-academic, such as health concerns, and an acknowledgement that learning in these courses happens both inside and outside of the classroom. This provocation is important in the ways it centers students’ understanding of global leadership in relation to experiences outside of the course itself. Considering this, the global experience is both academic and non-academic. One of the ways students’ demonstrated their understanding of global leadership was through how they defined it within these global experiences.

**Defining Global Leadership in the Context of Global Experiences.**

Some of the most profound moments in my conversations with participants were related to their evolving definition of global leadership. Participants were asked about global leadership in a number of ways, including what they learned about it through their course experiences, how their insights about global leadership were similar or different after completing their leadership course experience, and how they have continued to understand global leadership. These questions provide many powerful narratives about how their understanding of global leadership had been provoked by defining global leadership in the context of global experiences - specifically their participation in a short-term study abroad leadership course. To build on early provocations related to a lack of previous global experience, Kristal acknowledges that before her short-term study abroad
leadership course she had very little, if any knowledge, about understanding global leadership by sharing,

I knew cultures were different, but honestly, it is a complete 180. I went from really not thinking about it at all to…it's here right in front of me. I kind of just learned it through that course and through study abroad. It was kind of like zero to 100.

Definitions of global leadership provide some insights into undergraduate students’ understanding of global leadership more broadly. During both interviews, all participants were asked to share their definitions of global leadership before and after their short-term study abroad leadership course experience. The definitions shared were profound in a number of ways, thus reflecting another major outcome of this study.

It has been shared in a few ways already, but is also relevant in this provocation, that participants who had little to no global experience before participating in their short-term study abroad leadership course had little understanding of global leadership in addition to having limited definitions of global leadership to share. When asked to define global leadership, Kristal said, “I think I really did not even tap into global leadership until I saw this being offered.”

For participants that had no global experience before participating in short-term study abroad leadership courses, their understanding of global leadership was provoked in meaningful ways. The definitions of global leadership shared were profound and demonstrated a deep understanding of the complexities that contribute to understanding global leadership. This deeper understanding of global leadership serves as a foundation for being able to engage in global leadership action in the future.
For participants who had previous global experiences before participating in their short-term study abroad leadership courses, their definitions of global leadership were enhanced but showed less change than participants with no global experiences. Participants with previous global experiences entered the experience with some understanding of global leadership already. Denise shared,

Compared to someone who's never traveled at all, it probably made it a little less scary. And I had an understanding that there are different practices I need to follow. I can't just kind of expect everything to be the same as to us.

In considering the research question, these participants’ understanding of global leadership was still provoked by participating in short-term study abroad leadership courses - but in a different way because of their familiarity with global experiences. This provocation was more likely to challenge previously held ideas, in addition to being supported by a curricular experience that focused on global leadership. Doug shared, “having a structured course curriculum, specifically set on learning global leadership, helped.”

In discussions with participants, in particular alumni, it was also clear that definitions of global leadership and overall understanding of global leadership continue to take shape. While participants acknowledged that their short-term study abroad leadership course experience provoked their understanding of global leadership, some participants continued to have the phenomenon provoked after the experience while others did not. Some participants shared that they still think often about their understanding of global leadership through their study abroad experience in their
personal and professional life. While other participants, such as Denise, shared, “I
wouldn't think about it in this context, if it wasn't for these conversations.”

This was interesting to me because once the phenomenon was provoked through
the short-term study abroad experience, it did not mean it would continue to be provoked
for all participants. The interviews serving as a continued provocation of the phenomenon
has implications for practice, which will be discussed later in Chapter Five.

Multiple participants acknowledged that their understanding of global leadership
transformed through their participation in a short-term study abroad leadership course.
This transformation included moving from a limited understanding of global leadership
to a deeper understanding of global leadership in some cases. While in others, like Nasia,
the definition of global leadership moved from one of exclusion to one in which she
began to view herself as having the potential to be a global leader. Nasia explained,

I guess with global leadership, I had always thought that global leadership was
kind of more just for select people. I don't know why I ever thought that but that it
was just not for people like me. So I think [I am] realizing that…it's not so
selective. So it definitely changed my view on who can be a global leader.

Participants also shared several narratives of the ways that they had come to
understand the complexities related to global leadership. Through these conversations, I
reflected back to my own understanding of global leadership. Throughout my
undergraduate years I was exploring my understanding of leadership but I did not view it
from a global standpoint. Upon graduation, I traveled throughout Europe but was not
looking at my experiences through a leadership lens. It was not until I traveled to Qatar as
a graduate student that I started to look at leadership from a global understanding.
Participants would often offer characteristics of global leaders while commenting on how the context would inform what was needed. When asked about what makes an effective global leader, Denise shared, “when bringing together different groups, there’s bound to be conflict and so being able to slice and dice between the BS, so to speak, and was actually there you'll have to keep a level head.”

This acknowledgement of conflict on global leadership felt significant to me because Denise was one of the only participants to acknowledge the role of conflict in leadership. Conflict has been included in several leadership development theories including an expansion of the Social Change Model of Leadership Development (Harper & Kezar, 2021). In global leadership literature, conflict isn’t a commonly identified characteristic (Osland, 2017). In my conversations with Denise, we spent a lot of time discussing if all leaders are global leaders and what differentiates them. In this discussion of conflict management as a characteristic of global leadership, Denise was aligning her views more with the research related to student leadership development as opposed to that of global leadership development (Harper & Kezar, 2021; Higher Education Research Institute, 1996).

Some participants were really focused on the role of complexity in articulating their understanding of global leadership. When reflecting on the roles that a global leader plays, June compared global leadership to a puzzle or chess but saying,

Global leadership's hard or strategic. It requires a lot of moving pieces equivalent to a puzzle or chess. I would say that because you don't want to step on one person's toes, you also have to alleviate stress or tension.
I was really struck by this. Either image evokes the idea of an individual trying to decipher the board in front of them, similar to trying to decipher cultural differences or contexts. The comparison to a puzzle or chess acknowledges that the individual has choices they can make to work towards success in their goal or objective, similar to leadership behaviors in global contexts. It also acknowledges the multiple components, variables, and considerations that are required to be successful - which can be seen in the range of knowledge, skills, characteristics, and actions that encompass global leadership as demonstrated in the Global Leadership Development Model (Widner-Edberg, 2018).

One of the most profound insights to capture an understanding of global leadership was from Kelly. She summarized this kind of complex understanding by saying,

[As] a global leader, I would say you're able to be effective not just in your environment - your safe space - [with] the people you feel comfortable with, but when you try new experiences. Whether it's in different countries, you're interacting with different people who you don't necessarily identify similarly with, but you're still able to be effective and respectful and interact with as many people as possible. It's not even just when you think about global leadership, not even just like a country by country, but like, it's really unique to the place you're in. And so you might have great ideas and think, ‘oh my gosh, this works so good in my class back home, why Is this not working while I'm studying abroad? Well, maybe it's because you're in a different environment.

This last line stood out to me from many of the other participant comments - for how pointed it was. I was struck by how Kelly demonstrates being able to critique those who
are trying to apply leadership skills in a different context while they are surprised when the outcome is different. In developing an understanding of global leadership, the acknowledgement that context matters is crucial. As I think about my work as a global leadership researcher and educator, I am constantly challenged by the way in which Western styles of leadership are framed as the preferred style of leadership. Most of the literature in this paper reflects that, and yet within different global contexts, many of these frameworks may not be as applicable or applicable at all. This call to action of, “maybe it’s because you’re in a different environment,” could be applied to all work in global leadership education. This one line made it clear to me that Kelly understands global leadership.

This complexity around needing to be able to understand global leadership from a variety of contexts was further explored by Ruby. She offered insights on how understandings of global leadership need to be met with humility by explaining,

I think that really means being mindful of the multiple, multiple, multiple different kinds of intersectionalities of history and culture coming together. Leadership is not necessarily about knowing everything. It's really about being willing to listen and then working together to figure out what is a better solution than what we might have now, and that can be applicable to many, many situations.

Not all participants had transformational changes to their definition of global leadership through their short-term study abroad experience. Doug, who had global experiences before participating in his short-term study abroad leadership course, didn’t
believe his understanding of global leadership changed necessarily, but it did develop more deeply. He explained this by saying,

The understanding just got a little bit deeper…It's just more so about being a well-rounded person and understanding different cultures and how they operate…I was able to build on the spots where I was weaker as far as leadership goes.

Connecting back to the production of the phenomenon related to developing a leadership identity, it was interesting to hear participants grapple with making distinctions between leadership and global leadership. Some participants acknowledge that they are different in many ways, while others expressed that there was significant overlap with subtle differences. Denise took a nuanced view of the relationship between leadership and global leadership by saying, “I think every global leader is a leader but not every leader is a global leader. I think there’s that slight difference.”

This specific provocation of the phenomenon I believe offered the most profound insights from participants. When I compared this provocation with the earlier provocations in the production of influences of experiences, you can see a much deeper understanding and appreciation for global leadership through participation in short-term study abroad leadership courses. As a researcher who also teaches a short-term study abroad leadership course, these insights did align with what I hoped students in my own courses would experience. Hearing these insights from students across multiple program contexts demonstrated the potential that short-term study abroad leadership courses offer to understanding global leadership more deeply.

Many of the insights about understanding global leadership that were shared align with some frameworks related to global leadership. The Global Leadership Development
Model consists of a layering of models. The first model, the Global Leader Model focuses on four primary approaches to leadership which include knowledge, skills, characteristics, and action (Widner-Edberg, 2018). The insights provided by participants represent multiple elements of skills and characteristics of this model. This includes cultural empathy, system thinking, humility, flexibility, and resilience.

The provocation of participants defining global leadership within the context of their global experiences shed light on many complexities of the phenomenon of students’ understanding of global leadership. For many participants who had no previous global experience, the role of the short-term study abroad leadership course was the provocation for their global experience. This global experience not only enhanced their understanding of global leadership but it also nearly completely closed the gap in understanding of global leadership compared to participants who had previous global experiences. The definitions of global leadership were one of the really powerful ways that students were able to demonstrate their understanding of global leadership. Once this understanding was able to be articulated, students were able to continue to demonstrate this understanding through describing how they had started to apply their understanding of global leadership.

**Application of Global Leadership**

The final production of the phenomenon focuses on the application of global leadership. For both current students and alumni participants, applying their understanding of global leadership continued to develop their understanding of it. The first provocation of this production was *global leadership as a lifelong lens* as participants shared how their understanding of global leadership continues to evolve. The
second provocation was how participants viewed their *self as a global leader* which has connections to the production related to leader identity. The final provocation was *thinking globally, acting locally* as participants explored ways to apply their understanding of global leadership within the communities they currently live. In response to the primary research question, this production demonstrated that understanding of global leadership for these participants continues to take shape after their short-term study abroad leadership course experiences.

The participants in this study ranged from current undergraduate students through alumni up to five years removed from their short-term study abroad leadership course experience. This range of participants offered varied perspectives on this production, which deepened the ways it could be understood. This final production is part of a larger arc of understanding global leadership that began for participants with first developing a leadership identity, followed by a provocation of global experience, an understanding of global leadership, and finally an application of their understanding of global leadership. The provocations that follow explore some of the ways participants described their application.

**Global Leadership as a Lifelong Lens**

Students’ understanding of global leadership continued to be provoked through a lifelong commitment to global leadership. For most participants, the short-term study abroad leadership course experience was an initial provocation of the phenomenon contributing to a commitment to global leadership that extended beyond the experience. The opportunity to interview participants still enrolled in their undergraduate degrees, in
addition to alumni, allowed the opportunity to see this commitment from multiple
different stages.

Students who were still enrolled in their undergraduate degree were
implementing their understanding of global leadership to inform their future plans for
after graduation. Jenell, for example, is interested in environmental justice and saw strong
correlations to global leadership by sharing,

Environmental justice really relates to global leadership. That's going to be
something we're going to have to think of more as I am leading things in
engineering, especially when I'm older. If I'm choosing projects, I need to be
really aware of where I'm choosing them, who's benefiting, and am I benefiting
everyone equally?

Other students plan to pursue graduate studies in a global field, such as June looking to
study international relations, in addition to continuing to travel at every opportunity.

One of the elements of this study was the unique inclusion of both currently
enrolled undergraduate students and alumni who participated in short-term study abroad
leadership courses. This range of participants not only allowed for an increase in diversity
of perspectives related to the phenomenon, but it also allowed for being able to witness
how a commitment to global leadership was being operationalized at different time
distances from the provoking experience. In my interviews with current students, their
lifelong commitment to global leadership related mostly to their campus involvements
and plans for after graduation. In my interviews with alumni, their lifelong commitment
to global leadership related to their current experiences or a continued search for how to
engage in global leadership especially in their early career. Multiple participants
acknowledged an interest in global leadership but had a feeling they had not found themselves in contexts to apply it yet. I found all these perceptions to be profound, because they all demonstrated an understanding of global leadership in different ways. Minimally, there was a recognition and appreciation for understanding global leadership that was shared by all participants - many directly provoked by their short-term study abroad leadership course. Beyond that recognition and appreciation, there was a wide range of whether students felt like they had really determined how they would remain, if at all, committed to global leadership.

The phenomenon was provoked by multiple participants through the recognition that their understanding of global leadership would continue to be explored. Multiple participants discussed the ways that it impacted their studies, their work, and their overall approaches to engaging in global context. June, who has traveled extensively after participating in her short-term study abroad leadership course said,

> It just makes me want to prepare more for the spaces. I thought before traveling, that you should know the language of every country you went into, but then I went to a few without knowing Dutch or Norwegian, and it was fine. I could get around but it didn't feel respectful or I felt like I kept my head down because I didn't take the time to learn about them or be very respectful. It just makes me want to learn more and understand.

Several participants discussed how you don’t achieve an understanding of global leadership just through participating in one experience. It takes the culmination of many experiences to continue to develop that understanding. This notion very much aligned with my own view on understanding global leadership. As someone who has lived
abroad, traveled extensively, studied global leadership, and taught global leadership I still
feel like I uncover new understandings of global leadership with every global experience
that I have. This understanding was significantly deepened throughout this study and with
every participant interview. Kelly discussed her thoughts on a related concept, global
citizenship, and how that connects to global leadership and the commitment to
approaching life with a specific lens by explaining,

What I've really realized is that global citizenship is much more than that too. And
the idea of a global citizen, I don't even know if it exists. It's hard to
conceptualize. My definition has changed from simple to complicated. I don't
even know where to begin when defining it...And the resources...when you go
home to watch the news at night, why do you always have to watch yours? Why
not try to engage in other things? I think it's taking an approach to life of being
more aware of everything going on in the world and getting outside your little
bubble in your daily activities. It doesn't have to be a whole big trip. What can
you do from your day to day to engage with the whole world and learn more?

This idea of continuing to pursue global leadership through a lifelong lens can
also be understood as a continuum of development. Participants acknowledge that you
may not arrive at a single point of understanding global leadership. Jenell talked about
the continuous development on a continuum which will vary by context,

That really stood out to me. I still like to think about that sometimes - if you
haven't gotten to the most developed aspect, you're just getting there. Like when I
got to Guatemala, it's an extremely different culture than I was used to. So if I
didn't understand something, I could be like, okay, that's okay. I'm on this
continuum here, and I'm trying to move up this continuum and that's okay to be doing.

Other participants used their global leadership lens to view their interactions with other people day to day. Some made connections to how this understanding of global leadership led them to practice being more inclusive of other identities. Kristal shared it helped her be inclusive by explaining,

My Global Leadership Minor in Engineering minor taught me not just about leadership. It taught me how to be a better person. There's so much negativity in the world. ‘Oh, I don't accept you because of the color of your skin or, or your sexuality, or whatever.’ Not that I wasn't accepting before, but now I really have the heart and the mind to understand where other people are coming from. Not just in leadership, but everyday life. So I thought that was valuable to me and I wish more of the world would think that way - whether it's through taking a global leadership course or not.

As I listened to student narratives about how they have applied their understanding of global leadership, I was challenged in several ways. One of the tensions with such a major phenomenon such as global leadership is, can it truly be understood through any experience that only lasts a few weeks? I would say that it can start to be provoked and then once it has been provoked it will continue to emerge and develop over time. The idea that was shared about developing a continuum connected directly to some theories and assessments such as the Intercultural Development Inventory (Hammer & Bennett, 2001). This acknowledges that individuals develop interculturally along a
continuum and that it requires deep personal experience and effort in working across differences to advance along the continuum.

Adapting an understanding of global leadership as a lifelong lens really demonstrates a commitment to the idea that applying the idea of global leadership is not a static process. The application of global leadership is a dynamic and evolving process that continues to deepen through both reflection and global experiences. It was incredibly powerful to hear the ways in which participants were applying their understanding of global leadership and I could sense a deep appreciation for the perspectives that they had developed. In close alignment with the application of global leadership, it provided some insights into how students saw themselves within their leadership identity. As discussed in an earlier production, a leadership identity is part of developing an understanding of global leadership. In applying global leadership, this leadership opportunity could also be deepened for participants to see themselves not only as leaders but as global leaders.

**Self as a Global Leader**

The first production of developing a leadership identity connects to this provocation of the phenomenon as participants developed an idea of whether they saw themselves as a global leader. Most participants viewed themselves either as somewhat of a global leader or an active global leader in the ways that they defined it. One participant, Ruby, is a teacher and she saw many ways that she is acting as a global leader by explaining,

I think about all of the students that I work with on a daily basis. I think about all the places they can end up and that they can go and I think for my role as an educator. Obviously, I will teach them academic portions, but if I can really teach
them the mindsets that we need to analyze, in terms of creating small global leaders…My biggest impact as a global leader, I think, is trying to create other global leaders.

Other participants didn’t see themselves as clearly as a global leader but were looking for ways to apply their understanding of global leadership. For several participants, this related more to their outlook and lens rather than personally identifying themselves as a global leader. Brandon explained his views on how he is acting as a global leader this by explaining,

There's a literal sense, where you're actually leading others from other countries. Which obviously, is something that I would say is pretty rare, and it's certainly not something that I have had much experience with and definitely not right now in the world that I'm in. But then, there's also the notion of being a global leader and adopting more of a globalist mindset. And I know that that word is kind of a charged word at times and it can have different interpretations by different people. But I am very much a globalist. And I am very much an internationalist. And I will take whatever comes with that.

I found it very interesting to hear participants’ perceptions about their identities as global leaders. I personally struggle to answer the question, “are you a global leader?” Even though I teach global leadership in the U.S. and in global contexts, in addition to doing globally focused research, I still hesitate to fully self identify as a global leader. In many ways it feels like such an important title even though I cognitively recognize that it doesn’t need to be. Many participants explained similar reservations, and through our
conversations, continued to challenge themselves along both their definitions of global leadership and what it meant for them as individuals.

Through participant conversations, it was clear that their understanding of global leadership had deepened, but many hesitated to embrace the title of being a global leader. I thought this was a fascinating provocation because the term “global leader” can carry a lot of weight even if participants were carrying out many of the actions and perspectives they would have described as critical for global leaders. In exploring the production of application of global leadership, it was clear for participants that even if they were applying their understanding, they were hesitant to fully embrace a new global leader identity. One of the aspects that prevented participants from embracing a new global leader identity was the fact that they were living and leading in local contexts. This complexity of acting locally is captured in the next provocation.

**Thinking Globally, Acting Locally**

The final provocation that contributed to an understanding of global leadership was through the realization that global leadership didn’t only happen in global contexts. Multiple participants came to the realization that they could apply concepts, skills, and perspectives from global leadership in local contexts while contributing to global efforts. Denise talked about ways in which she saw global leadership at a local level while it contributed to global causes,

You do it locally. We tried to persuade our city government or organize a recycling drive...I guess you could say that's global leadership as well, because you're impacting the global climate crisis. But you're doing it on a small local scale first, which is also very important.
Several other participants acknowledged that diversity exists at the global level but also within local communities. Specifically within the United States context, there is global diversity related to language, cultures, and customs within most of our local communities. Participants shared that they would be applying their understanding of global leadership by working with people from different backgrounds in their local community. Brandon explained this by sharing his thoughts on immigration and personal connections by saying,

Places in America are defined by its diversity and by its immigration, its immigrants, and the fact that we are all immigrants. Therefore, by definition, if you want to be a local leader, you're going to almost certainly be a leader of different people from different backgrounds that have either immigrated themselves or at some point have had families that have immigrated into this country and brought their own set of cultures and experiences with them. I think that it is very much something that would have to be top of mind for any local leader, almost even more so in some ways than people that might be on a larger scale, because the more local you are, the more personal it is.

Most participants acknowledged that global leadership could in fact take place in local contexts as long as it was contributing to global contexts in some way. As participants considered the way they could apply global leadership in local contexts, many of them thought about the communities they live in and the opportunities to apply global leadership within them. Jenell talked about the role her mother holds in her organization by stating,
I think she's become a global leader, even though she hasn't gone to many other countries. Because there are always going to be people who are different than you. So [it] doesn't really matter where you are.

I found this realization about the ability to apply global leadership understanding in local contexts to be profound for many participants. Before participating in short-term study abroad leadership courses, many of these participants did not see themselves as global leaders or even part of conversations related to global leadership. After gaining a deeper understanding of global leadership, it was evident how passionate many participants were to apply this understanding to impact their local communities. They entered these communities with a deeper appreciation for and recognition of differences. Most of the participants I spoke to were still exploring career paths but several also mentioned looking for career opportunities that really allowed them to engage this understanding of global leadership. Some examples include international relations, global engineering, and international business.

**Conclusion**

This chapter aimed to present a discussion of phenomenological material from participant interviews, researcher post-reflexion, and thinking with theory. This represents a post-intentional phenomenological approach to qualitative inquiry in which all three of the data points contribute to a deep understanding of the phenomenon, in this student understanding of global leadership. The productions and provocations that were discussed moved from developing a leadership identity, to looking at the role of non-global and global experiences, to developing an understanding of global leadership
through the provocation of short-term study abroad leadership courses, and finally applying this understanding of global leadership. One participant, June, shared,

   Global leadership is hard or strategic. It requires a lot of moving pieces equivalent to a puzzle or chess.

This complexity has been summarized in this chapter and it was a humbling experience to be able to hear all of the deep and personal narratives from the participants. Many of the productions and provocations that were explored deepened my own understanding of global leadership while challenging my own assumptions. The final chapter will revisit each of the four provocations of the phenomenon in addition to responding to the research questions of this study. It will conclude with recommendations for practitioners and educators, recommendations for policy, and opportunities for future research.
CHAPTER FIVE: DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

In this chapter, I will provide a discussion of the findings as it relates to the research questions of the study. After a discussion of the findings and answering of the research questions, implications and recommendations for practice, policy, and research are presented. The chapter concludes with a call to action to implement findings in support of promoting an understanding of global leadership within undergraduate students.

Research Questions

This study aimed to explore the primary research question of: how might students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses? The secondary research question of this study was: how might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?

To answer these questions, interviews were conducted with twelve participants across three institutions who had participated in short-term study abroad leadership courses. A post-intentional phenomenological (PIP) methodology was used to guide the methodology and analysis. Chapter Four provided an overview of the findings from the analysis of the phenomenological data across the four productions. As stated in Chapter Four, the main discussion of the findings were explored in that chapter in alignment with post-intentional phenomenology (PIP). This chapter will provide a brief summary discussion of the specific research questions as well as providing implications for practitioners, educators, and policy.
Demographics Discussion

One of the critiques of study abroad in U.S. higher education is the lack of diversity of those who participate in study abroad opportunities. In the 2018/2019 academic year, 68.7% of study abroad participants were White-identifying and 67.3% were women. When analyzed further, even more striking statistics were identified by racial/ethnic groups. For example, only 6.4% of participants identified as Black or African American, and .04% of participants identified as American Indian or Alaska Native (Institute for International Education, 2020).

When conducting research in study abroad, it is critical to have a diverse sample to represent a range of student perspectives. During the recruitment phase of this study, I was pleased to receive participant interest forms from a very diverse range of students compared to the data on who participates in study abroad courses nationally. Of the 12 participants interviewed, four identified as male and eight identified as female. Eight of the twelve participants identified as Black, Indigenous, or People of Color, which is an overrepresentation of the national data on study abroad participation (Institute for International Education, 2022). Participants represented three different institutions in addition to four different study abroad locations across Europe, Asia, and Australia.

One of the many ways this study is unique is the diversity of the participants who were interviewed. I believe that the inclusion of explicit demographic goals for this study aided in recruiting a diverse set of participants. The understanding of global leadership that is captured through the data must be understood within the context of the identities of the participants. This will continue to be discussed throughout this chapter in the discussion of the findings, recommendations, and opportunities for future research.
Discussion of Findings

Findings in this study were discussed throughout Chapter Four, particularly through my researcher post-reflexions as part of the post-intentional phenomenology methodology. I started with the primary research question of *how might students’ understanding of global leadership take shape through their participation in short-term study abroad leadership courses?* This question was addressed through highlighting and expanding upon a number of productions and provocations that were explored in Chapter Four and represented in the below figure. After discussing the primary research question, I discussed the secondary research question of *how might the particular context of short-term study abroad leadership courses provoke students’ understanding of global leadership?* This discussion of findings will provide a narrative summary of productions and provocations which are highlighted in the figure and throughout Chapter Four.

![Diagram of productions and provocations](image)

*Figure 9. Productions and Provocations of Undergraduate Students’ Understanding of Global Leadership*
Students’ understanding of global leadership was produced and provoked in impactful ways before participating in short-term study abroad leadership courses. Each participant was able to describe the ways in which they developed a leadership identity which served as a foundation for understanding global leadership. Through this leadership identity, participants were provoked by considering the ways in which they would or would not identify themselves as leaders. This early leadership identity was deeply informed by context, including personal identities and academic influences. Taken collectively, it became clear that participants did not directly develop an understanding of global leadership without first developing an understanding of leadership more broadly.

In addition to developing a leadership identity, the experiences of participants influenced their understanding of global leadership. Two types of experiences were shared by participants, non-global experiences and global experiences. The students who shared that they had limited or no global experiences before participating in their short-term study abroad leadership course also shared that they had a limited understanding of global leadership. This revealed that without global experiences to provoke the phenomenon, participants' understanding of global leadership remained limited. This was in contrast to other participants who had global experiences before participating in their short-term study abroad leadership course while also reporting initial understandings of global leadership. This difference in experiences revealed that participants entering their short term study abroad leadership course experiences had different understandings of global leadership tied to their experiences.

All participants shared the experience of participating in short-term study abroad leadership courses played a role in producing their understanding of global leadership.
The course structures provoked an understanding of global leadership through a focus on leadership curriculum in addition to the location impacting how students understood global leadership. Reflection during the short-term study abroad leadership courses provided another provocation of the phenomenon, as this allowed participants’ to more deeply connect and understand global leadership. These reflections were based on learning that was happening for participants both intraculturally and interculturally as they learned about the new culture they were experiencing, in addition to developing insights about their own culture.

The particular context of the short-term study abroad leadership course was a focus of research question two and provoked in a number of ways. The majority of participants shared that their short-term study abroad leadership course was a life-changing experience which created a positive lens to view their understanding of global leadership. During their course, the phenomenon was provoked by students’ experiences being holistic personal identities - reflecting learning that happened both inside and outside of the classroom. Participants’ definitions of global leadership provoked their understanding within the context of these global experiences. Collectively, the context of short-term study abroad leadership courses provided an environment that challenged and enhanced students’ understanding of global leadership.

The production of applying an understanding of global leadership addresses aspects of both research question one and two. Participants communicated the ways they had adopted global leadership as a lifelong lens, which was derived from their short-term study abroad leadership course experience. In addition to this, some participants developed a global leadership identity while others were hesitant to embrace that identity.
for themselves. This understanding of global leadership was provoked by differentiating between whether global leadership can be applied both locally and globally.

Throughout the phenomenological data, it was clear that students’ understanding of global leadership was produced and provoked through their participation in short-term study abroad leadership courses. This understanding of global leadership for some participants was also provoked before this experience, but all participants had the shared experience of provocations through their courses. The context of short-term study abroad leadership courses provided a complex and dynamic environment to develop an understanding of global leadership. The productions and provocations in this context occurred during the experience and continued after the experience as well.

The following recommendations for future practice, policy, and research are grounded in the finds from this study in addition to the theoretical frameworks that guided the inquiry. In line with post-intentional phenomenology, there were a number of key theories that were used during the analysis process (Vagle, 2018). Recommendations related to leadership education will be grounded in leadership for social change (Harper & Kezar, 2021; Higher Education Research Institute, 1996) while also considering the development of leadership identities (Komives et al., 2006). Study abroad recommendation will build on both experiential learning (Kolb, 1984) in addition to intercultural development (Hammer & Bennett, 2001). Recommendations that focus specifically on global leadership will build on global student leadership development (Widner-Edberg, 2018) and the Pyramid Model of Global Leadership (Osland, 2018).
Recommendations and Opportunities

This study was conducted through a post-intentional phenomenological (PIP) research design. The purpose of the research was to understand the ways in which the phenomenon of undergraduate students’ understanding of global leadership was shaped and provoked for participants through short-term study abroad leadership courses. While the findings of this study are not generalizable based on the sample size, the experiences of the participants do have implications for practice, policy, and future research.

This section will provide recommendations for practitioners and educators within U.S. higher education. These recommendations include considering the role of location in short-term study abroad, promoting global experiences on campus and internationally, engaging alumni of study abroad programs, assessing leadership outcomes, incorporating global experiences into academic leadership programs, and curriculum that provokes an understanding of global leadership. The section will continue by covering recommendations for policy, including funding for the development of short-term study abroad leadership courses and subsidizing costs for short-term study abroad leadership courses for specific student demographics. The section will end with opportunities for future research in the areas of student abroad, short-term study abroad leadership courses, and student leadership education.

Recommendations for Practitioners and Educators

This study highlighted ways in which undergraduate students understand global leadership through short-term study abroad leadership courses. Through these findings, several implications can be applied by study abroad faculty and advisors in addition to leadership education faculty and practitioners. This section provides six key
recommendations separated by the areas of study abroad and leadership education. Study abroad recommendations include considering the role of location in short-term study abroad, promoting global experiences on campus and internationally, and engaging alumni of study abroad programs. Leadership education recommendations include assessing leadership outcomes, incorporating global experiences into academic leadership programs, and curriculum that provokes an understanding of global leadership.

_Diversify locations in short-term study abroad._ Discussions with participants revealed a deep impact of the location of the study abroad location in their understanding of global leadership. The location played a role in providing the context in which the phenomenon was provoked which was described in the provocation of short-term study abroad course structures. This context provided explicit and implicit messages related to leadership, provided a context for applying an understanding of global leadership, and provided a cultural context from which students navigated their learning. Elements of location that were directly discussed by participants included homestays, language, gender expectations, and local history.

The consideration and impact of the location of short-term study abroad locations can be understood in a broader context of the field. Some of the critiques of the field of study abroad in U.S. higher education include the lack of diversity of students who study abroad, in addition to the lack of location diversity with nearly 60% of total students studying in European countries (Institute of International Education, 2021). As practitioners I recognize there can be concerns about challenges in recruiting student participants in study abroad programs in non-English speaking countries. As study abroad practitioners and educators, there is a unique opportunity to advocate for the development
and delivery of programs that exist outside of the European context. This location diversity has the potential to provide a richer learning environment for students across disciplines.

In addition to discussions around the impact of location, many participants discussed the impacts of their identities in their study abroad experience. This impact was present during their decision-making process to study abroad and throughout their experience. One participant, who identifies as Asian American, expressed concerns about her belonging in a group of predominantly White students on a study abroad course in Ireland. Another participant discussed the experience of being a Black woman in Australia where she saw few people who looked like her, while also facing acts of racism. This isolation of identity could limit the individual experiences of students or create barriers to their engagement in the experience. Geographic diversity into other parts of the world, such as Asia or Africa, could provide a program in which students from underrepresented backgrounds have their identities represented throughout their study abroad experience. For White students, this could simultaneously provide an experience in which their dominant global identity is not represented and thus creating opportunities for learning and growth.

Finally, the duration of short-term study abroad programs should be in the same consideration as the location. While there is debate in the literature about the optimal length of programs, one study found that programs less than 18 days produced worse results related to learning while programs of 19-35 days, 36-49 days, and over 50 days all had similar results (Strange & Gibson, 2017). The length of the program can help inform
the selection of a location as a longer program may produce a more impactful student experience.

**Promote global experiences to understand global leadership.** One of the key findings from this study was the importance of global experiences in provoking undergraduate students’ understanding of global leadership. This has previously not been explored in the literature in student leadership or study abroad. For students who did not have any global experiences, their understanding of global leadership remained unprovoked until their short-term study abroad leadership course experience. For participants who had previous global experiences, those existed within both global context and within U.S. contexts with a global focus. As evidenced by the Global Leadership Development Model, approaches in knowledge such as self and leadership or approaches in skills such as systems thinking and emotional intelligence can be learned both on campus and internationally (Widner-Edberg, 2018).

Study abroad educators and practitioners have an opportunity to apply this finding to other aspects of global awareness, including fields such as communication, business, community engagement, and more. There are opportunities to continue to promote global experiences in global contexts, but also to create more opportunities on U.S. campuses that have a global focus and don’t require students to study abroad. During the Covid-19 pandemic, study abroad educators and practitioners shifted their practice to provide global experiences that could be provided from a U.S. campus. As study abroad returns to more of a global context, the need for remote global experiences could still benefit many students. This could include guest speakers, virtual tours, remote internships, and more that became common during the Covid-19 pandemic.
By encouraging more students to have these global experiences, it will provoke their understanding of global issues. Without it, students will have a U.S. understanding of different disciplines while struggling to understand it from a global standpoint. Considering the barriers to study abroad, such as cost and academic planning, the prevalence of campus-based experiences with a global focus can significantly increase the amount of students who graduate with global understandings.

**Engage alumni of Study Abroad programs.** Much of the literature on study abroad relates to the experiences of undergraduate students. There are limited studies that include reflections of alumni of these study abroad programs. One of the unique aspects of this study was the demographics of the participants to include undergraduate students through alumni up to five years after their short-term study abroad experience. Through conversations with alumni participants, it was clear that their short-term study abroad experience had a lasting impact on them. Due to the short-term nature of these programs, participants may continue through stages of experiential learning such as conceptualization and experimentation well after the completion of their program (Kolb, 1984). This could further build on the Intercultural Development Inventory framework that acknowledges the staged development of individuals across time which would continue after completion of a short-term study abroad leadership experience (Hammer & Bennett, 2001)

Through participant conversations, alumni were able to revisit their experiences in their short-term study abroad experience. Many of them discussed how it was one of the best experiences of their lives or of their college experience. They were able to recall distinct memories from the experience even several years after participating. Many of the
alumni were applying what they understood about global leadership or looking for ways to further apply it. This was explored throughout the provocation of application of global leadership and the provocations of global leadership as a lifelong lens, self as a global leader, and thinking globally while acting locally.

In the discussions with alumni, the role of reflection during and after the short-term study abroad leadership course contributed to their understanding of global leadership. Several participants acknowledged that the interviews themselves were serving as a form of reflection that was provoking them to consider their understanding of global leadership in complex ways. When applied to study abroad programs broadly, there is an opportunity for educators to be more intentional about post-reflections opportunities for alumni. These reflections would both further their learning but also engage them in a community of alumni with similar experiences. This could be facilitated using alumni listservs or newsletters, alumni associations specifically for study abroad graduates, or connecting alumni with students who are preparing to study abroad. This engagement related to a significant life event or university experience could also lead to opportunities for philanthropy as alumni could be motivated to financially support experiences that they found to be valuable in their own time as a student.

**Assess leadership outcomes.** While the body of literature related to student leadership development and education is well established, there continues to be a lag in the understanding of the impact of these programs (Rosch & Hastings, 2022). The lack of understanding of impact is particularly true in the context of global leadership development. Most of the global leadership development literature does not include a focus on college students which results in a lack of models, theories, and frameworks
from which to understand how college students can grow as global leaders. The provocations in this study, specifically the way in which context matters in understanding leadership and the holistic student experiences, demonstrated some of the complex ways that leadership assessment is needed to understand outcomes from participants.

One key recommendation from this study is for practitioners and educators to continuously assess their leadership programs through both quantitative and qualitative measures (Kniffin & Priest, 2022; Parry et al., 2014; Rosch & Hastings, 2022). Within the student leadership education literature, there is a prevalence of quantitative research to understanding student leadership learning. This study provides an example for leadership educators to use qualitative assessment measures to understand student experiences. While this research took place in an academic setting, this could be applied to co-curricular program assessments as well.

This study focused on the phenomenon of students’ understanding of global leadership. While this study contributes to a gap in the literature, there is more assessment needed of student leadership outcomes related to global leadership. This research could contribute to the understanding of impactful practices that enhance students’ understanding of global leadership through curricular and co-curricular leadership experiences. As this research continues, it can help to advocate for the development and delivery of programs that focus on global leadership.

**Incorporate global experiences into academic leadership programs.** The continued rise of undergraduate major and minor programs in leadership provides an opportunity for practitioners and educators to continue to evolve the curricula of these programs. The recommendation to incorporate global experiences into academic
leadership programs is critical if programs hope to develop an understanding of global leadership. As demonstrated in this study, participants who did not have global experiences had a limited understanding of global leadership as the phenomenon had not been provoked. This was explored through the production of influences of experiences including the corresponding provocations.

These global experiences do not solely need to take place in global contexts. Global experiences can be built into the leadership curriculum in several ways. I recommend that all academic leadership programs include a global leadership course, or minimally a global leadership component, to their curriculum. Programs can incorporate leadership theories, frameworks, and examples that take place outside of a U.S. context with an opportunity to compare the ways in which leadership can operate differently in a global context. Additionally, leadership programs should acknowledge the inherent global power dynamics that can exist while teaching about leadership from a U.S. higher education and Western perspective which may not be able to be applied in global contexts as effectively. For leadership programs that use a leadership for social change framework, this can be expanded into global contexts as student progress (Harper & Kezar, 2021; Higher Education Research Institute, 1996).

By incorporating global experience into academic leadership programs, the likelihood of graduates having an understanding of global leadership would increase by provoking the phenomenon. Academic leadership programs can be a major component of a campus working towards developing leaders. By incorporating global experiences, academic leadership programs can serve as a model for other academic programs to complicate the ways in which their discipline is covered from a global perspective.
Curriculum provokes understanding of global leadership. In Dugan’s (2017) *Leadership Theory: Cultivating Critical Perspectives*, he identified a number of critiques on the ways in which leadership education occurs. These included leadership theory’s strong bias towards Western ways of leading, a downplaying of how social identities construct leadership knowledge, failure to address power and authority, and an oversimplification of the change process. The short-term study abroad leadership courses provide an opportunity to address each of these critiques. When studying leadership in a global environment, critiques on leadership theory, a focus on the impact of social identities, discussions of power, and a focus on the complexity of global change have the potential to be central experiences.

As leadership educators and practitioners develop short-term study abroad leadership course curriculum, it is important to recognize that the curriculum will be one of the key provocations of understanding global leadership. This was highlighted in Chapter Four through the provocations of course structures and reflections leading to understanding. Curricular considerations could include balance of academic sessions compared to experiential activities, the role of engaging with local community partners, and incorporation of reflective practices. Simply being abroad in a global context will not necessarily result in students developing an understanding of global leadership, as evidenced by participants who completed multiple study abroad experiences but only understood global leadership within their short-term study abroad leadership course. This creates an opportunity for leadership educators and practitioners to consider the ways in which their curriculum can provide more provocations of understanding global leadership.
One way this could be done is through the intentional design of reflective activities that focus on global leadership. For example, students could complete a pre-departure reflection that asks them to consider their definitions and understanding of global leadership. This understanding could be revisited through reflection assignments during and at the end of the course experience. Personal global leadership development plans could also be facilitated to incorporate goal setting and reflections about how students hope to grow as global leaders through participation in their course experiences. These kinds of practices can also be personalized for the different levels of global experience that participants have when entering short-term study abroad leadership courses as discussed in the production of influences of experiences.

An additional way that the curriculum can provoke an understanding of global leadership, is ensuring that leadership is deeply connected to the location that has been chosen for study. Nasia’s course experience, for example, focused on Women’s Leadership in Sweden and incorporated multiple female leader guest speakers who spoke with students about their experiences in leadership in Sweden. This provided a learning opportunity for students to compare this to the leadership experiences of women within a United States context. The ability to incorporate specific guest lectures, site visits, and readings that deeply connect to the local leadership context will push students towards more complex understandings of global leadership.

**Recommendations for Policy**

The findings of this study revealed a number of key recommendations for practitioners and educators but these recommendations must be supported by policy implementation as well. This section will provide an overview of three key policy
recommendations. The first is providing funding for developing short-term study abroad leadership courses. The second is subsidizing costs for short-term study abroad leadership courses for specific student demographics. The third is the incorporation of global experiences on college campuses. Each of these policy recommendations would contribute to the support and advocacy for short-term study abroad leadership programs to provide students the opportunity for their understanding of global leadership to be provoked.

**Funding for the development of short-term study abroad leadership courses.**

Across higher education in the United States, colleges and universities are aspiring to graduate globally-minded students with strong leadership skills (Helms & Brajkovic, 2017; Sowcik & Komives, 2020). This is occurring within a context where both internationalization efforts and leadership skills are listed as institutional priorities in strategic plans and mission statements (Helms & Brajkovic, 2017; Meacham & Gaff, 2006). Short-term study abroad leadership courses exist at the intersection of these institutional priorities and provide a way for students to deeply develop in each of those areas. This recommendation builds on the frameworks of global student leadership development (Widner-Edberg, 2018) and the Pyramid Model of Global Leadership (Osland, 2018).

To fully realize the potential for short-term study abroad leadership courses, institutions must invest resources in the development of these courses. This builds on the evidence from the provocations of life changing experiences, defining leadership in the context of global experiences, and global leadership as a lifelong lens. This investment could be in the form of institutions providing grants for faculty members to create courses
that are short-term study abroad leadership courses. Another opportunity would be for global organizations to partner with institutions to create courses in which they could host groups of students for short-term study abroad leadership courses which would achieve their own possible goals related to youth leadership development or even potentially recruitment of a more globally diverse workforce.

By providing funding incentives for faculty and instructors to create and deliver these courses, the number of students participating in short-term study abroad leadership courses could be significantly impacted. A number of universities within the U.S. already have established international leadership experiences that take place through study abroad (e.g. School of Leadership Studies, Gonzaga University; McDonough Center for Leadership & Business, Marietta College; Jepson School of Leadership Studies, University of Richmond; School of Leadership and Education Sciences, University of San Diego (Armstrong, 2020). Yet, there are many more opportunities for institutions to create these opportunities.

**Subsidizing student costs for short-term study abroad leadership courses.**

While funding the development of short-term study abroad leadership courses is important from a faculty and instructor perspective, it is even more critical from a student perspective. Several participants shared the ways in which cost was a concern for them before and during their experiences. While there are many barriers associated with participating in study abroad for students in U.S. higher education, cost is one of the most prevalent (Brux & Fry, 2010; Esmieu et al., 2016; Gaia, 2015). A lower cost could also be a way to target the recruitment of students from historically marginalized identities to participate in study abroad programs (Salisburg et al., 2011). With the goal of increasing
the number of students who graduate with globally-minded and strong leadership skills, providing financial support for students can increase the number of students who are able to benefit from these courses. Some campuses, like University of California Santa Cruz, have created online articles specifically for first-generation and low-income students to offer advice on how to study abroad (Garcia, 2020).

When considering how to provide financial support for short-term study abroad leadership courses, I believe that experiences and demographics should be considered. As evidenced through the findings in this study, participants who had limited global experience before their short-term study abroad leadership course experienced a more profound understanding of global leadership. I believe that students who have never traveled outside of the United States could benefit from additional funding to participate in an experience that they would potentially not choose to otherwise. Additionally, funding could provide an opportunity to diversify the students who traditionally participate in study abroad. I believe that students from historically underrepresented identities, including race, gender, and sexuality, should be able to receive funding to encourage their participation in short-term study abroad leadership courses.

Compared to full semester or year-long study abroad programs, short-term study abroad leadership courses inherently provide a more cost-effective alternative for students looking to participate in study abroad. This also means that scholarships to support participation can have even more of an impact on the already lowered total cost of attendance when considering both time and money. By subsidizing the costs for students to participate in these courses, it will help increase the number and diversity of students graduating as globally-minded leaders.
**Incorporation of Global Experiences.** One of the key findings of this study is that global experiences were needed to provoke students’ understanding of global leadership. These global experiences do not only happen in an international setting but can also take place within U.S. campuses. This provocation of global leadership can be applied and understood within other disciplines as well, if students are able to have global experiences. For example, a global experience may provoke a students’ understanding of global business, global communication, or global community engagement. When considering the incorporation of global experiences, the Pyramid Model of Global Leadership provides a number of examples of skills, attitudes, and traits that can be focused on (Osland, 2018).

One way to increase the number of global experiences for college students is to incorporate it in the liberal education. Liberal education in U.S. higher education includes the requirements that undergraduate students complete in addition to their major program of studies. Examples of liberal education requirements may include creative thinking, teamwork, and civic engagement (Humphreys, 2006). The incorporation of global experiences into liberal education could include the incorporation of more global readings and topics, requiring students to explore liberal education requirements from a global lens, or even developing a global requirement for all undergraduate students.

At the University of Minnesota-Twin Cities, the Global Programs & Strategy Alliance launched an initiative called *Internationalizing the Curriculum and Campus* (University of Minnesota, 2015). This included the promotion of internationalizing teaching and learning, research, and a biannual campus conference to highlight the current programs and initiatives of the University. This initiative provides an example of
how a campus community can make a commitment to the delivery of global experiences for the benefit of student learning.

**Opportunities for Future Research**

This study filled a gap in the literature related to what is known about short-term study abroad leadership courses, and yet there remains so much more to explore. This section will provide a selection of opportunities for future research. These opportunities will focus specifically on study abroad research, additional short-term study abroad leadership course research, and research broadly within the field of student leadership education.

**Study abroad research.** While the body of study abroad research is well established, there still exists a number of ways to expand what is known about the study abroad experiences of college students in U.S. higher education. One of the strengths of this study was the diversity of students who participated in study abroad experiences. There is currently a lack of literature on the experiences of students who study abroad from specific identity backgrounds.

During my interviews with participants, there were several specific identities that I think should be further explored within the context of study abroad. The first would be Students of Color. Several participants identified the ways in which their racial identities impacted their study abroad experiences - both within the local community and within their cohort of fellow students. This could be further researched for how programs can support students’ racial identities in global contexts. This research could be significant in not only helping to understand the experiences of these students, but how structural changes can be made to enhance the experiences and lead to a more diverse body of
students participating in programs. The second identity is mental health and study abroad. I believe that studying how mental health can impact a student’s decision to study abroad in addition to how they experience their mental health in a new global context will be critical. Across U.S. higher education, there is a continued increase in mental health needs of college students, so understanding how this impacts study abroad will be important (JED Foundation, 2022). It will require structural support for students to be successful in these programs and increasing what is known about the impact of mental help can provide recommendations for this. The third identity is veteran students. Having the opportunity to talk to a veteran who used his G.I. Bill benefits to study abroad was very enlightening. He shared that he encouraged other veterans to study abroad as part of their college experience, yet educators and practitioners don’t know much about the experiences of veterans in study abroad. Similarly, study abroad participants are commonly traditional aged college students from 18-22 years old (Institute of International Education, 2021). With a diversifying body of college students in U.S. higher education, I believe research is also needed about non-traditional students and their experiences with study abroad so that programs can better serve their needs. Finally, study abroad can be perceived as a middle to upper class experience due to the additional costs beyond tuition. Research about the experiences of low-income students and study abroad can help to better provide access to study abroad programs to students from these backgrounds.

In addition to exploring the role of identity in specific student experiences, the role of location offerings in study abroad should be explored more deeply. Nearly 60% of U.S. Higher Education students study abroad in European locations (Institute of
International Education, 2021). As discussed in Chapter Four, the role of location impacts the learning experiences of students. It also can contribute to students being able to see their identities represented in a local context. Further research could explore whether the lack of location diversity in study abroad programs is attributed to the selection of location by faculty or to cater to the interests of students. For example, do programs that are offered in Indonesia receive less student participation than those in Ireland and what are the implications for their feasibility to be delivered?

**Short-term study abroad leadership course research.** This study aimed to fill a gap in the literature related to what is known about short-term study abroad leadership courses by focusing on students’ understanding of global leadership (Armstrong, 2020; Earnest, 2003; Montgomery & Arensdorf, 2012; Niehaus, 2018; Rosch & Haber-Curran, 2013). While this study highlighted some of the ways that students’ understanding of global leadership was provoked by short-term study abroad leadership courses, there still remains a need for more research related to these experiences. Within the interview data in this study a range of experiences, both positive and negative, opened many possibilities for future research. Additionally, the diversity of the participants in this study highlighted several additional research needs.

The participants of this study represented three different institutions, current students through alumni, and a range of demographic identities. While the diversity of these participants was a strength of this study, it would be important for future research to focus on the experiences of students from specific identities within short-term study abroad leadership courses. For example, studying the experiences of Students of Color in short-term study abroad leadership courses could inform the way that courses center
curriculum on issues related to diversity, equity, inclusion, and antiracism within global contexts. Another example would be how first-generation college students experience short-term study abroad leadership courses as first-generation students may be less likely to participate in study abroad courses or less likely to view themselves as leaders. This is supported by research that has demonstrated that first-generation students are less likely to engage in high-impact practices than their peers (Finley & McNair, 2013). Further research to understand the diverse experiences of students in these courses can help to improve and enhance the impacts of these courses on college students.

Considering the impact of global experiences on the production of undergraduate students’ understanding of global leadership, further research could explore differences between students who have completed academic leadership courses before a short-term study abroad leadership courses and those who have not. This research could explore whether students who have not completed an academic leadership course have a more profound learning experience than those who have completed academic leadership coursework. This inquiry could have implications for curriculum design for multidisciplinary leadership courses with students who are and are not enrolled in academic leadership majors or minors.

**Student leadership education research.** This study was conducted using a post-intentional phenomenology study design which is grounded in the practices of qualitative research (Vagle, 2018). The topic of this study, understanding of global leadership within short-term study abroad leadership courses, was able to be more fully understood by using a qualitative methodology. This choice of methodology builds on a history of qualitative research in leadership education, including models such as the Leadership
Identity Development Model (Komives et al., 2006). I believe this study provides an example of how qualitative research can be used in understanding the experiences of student leaders to inform the practice of leadership education. Based on the findings of this study qualitative methodology could be used in future research to explore questions such as how students develop leadership identities through academic leadership programs or how short-term study abroad leadership courses are experienced by students from historically marginalized identities.

Within the student leadership education literature, there is a lack of qualitative research that contributes to knowledge and understanding of student leadership. Qualitative research allows the researcher to deeply understand the experiences of the participants and explore meaning that could be difficult to capture through quantitative assessments. These rich narratives and perspectives can advance the study and practice of student leadership in ways that remain unexplored in the current body of literature.

Within the literature of student leadership education, there is a lack of research related to alumni outcomes from student leadership programs. This study demonstrated that alumni continue to make meaning of their experiences in the years after participating in leadership programs. Understanding the experiences of alumni in leadership programs could inform curricular practices in addition to providing continued engagement in the learning process for alumni.

**Conclusion**

This study has examined undergraduate students’ understanding of global leadership through short-term study abroad leadership courses using a post-intentional phenomenological research framework. During this exploration of the phenomenon,
participant interviews, thinking with theory, and researcher post-reflexions all contributed to the phenomenological data as they produced and provoked the phenomenon. Findings showed the complex and profound ways in which undergraduate students’ understanding of global leadership was produced and provoked through short-term study abroad leadership courses. Productions included developing a leadership identity, influences of experiences, role of short-term study abroad leadership courses on understanding of global leadership, and application of global leadership. Participants represented three institutions, a diverse range of identities, and a diverse range of global experiences through their short-term study abroad leadership courses. This resulted in understandings of global leadership, that while varied, were profoundly provoked through the short-term study abroad leadership courses experience.

This study contributed to the literature related to the fields of study abroad and student leadership education through focusing on undergraduate students’ understanding of global leadership through short-term study abroad leadership courses. It contributes to the literature by providing qualitative narratives that contribute to the deeper recognition of students’ understanding of global leadership. The diversity of the participants is a contribution to the literature as it centers diverse voices within the literature related to the fields of study abroad and student leadership education. Finally, the study contributed to the literature with a focus on both current undergraduate students but also included the perspectives of alumni to provide a wider range of perspectives on the phenomenon of study.

When conducting work in leadership, leadership educators must maintain hope that even in the midst of unjust systems, there remains an opportunity for leadership
education to educate the next generation of leaders that will address those systems (Bishundat et al., 2018). It was a privilege to have the opportunity to learn from the experiences of the participants in this study. It was clear that the short-term study abroad leadership courses provoked their understanding of global leadership in profound ways. While many participants expressed positive experiences with their short-term study abroad leadership courses, one participant went so far as to say, “So people need this…We’re focused on people that learn something and come back…”

Recommendations generated from this study can be applied across institutions of U.S. higher education to increase the number of graduates who are globally-minded in their leadership. It is my hope that this study contributes to a world in which our most pressing local and global issues are being addressed by those with globally-minded leadership.
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W. K. Kellogg Foundation.
Appendix A

IRB Approval

EXEMPTION DETERMINATION

May 9, 2022

Michael Stebleton
612-625-2110
steb0004@umn.edu

Dear Michael Stebleton:

On 5/9/2022, the IRB reviewed the following submission:

<table>
<thead>
<tr>
<th>Type of Review:</th>
<th>Initial Study</th>
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</thead>
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<tr>
<td>Title of Study:</td>
<td>A Post-Intentional Phenomenological Exploration of Undergraduate Students’ Understanding of Global Leadership Through Short-Term Study Abroad Leadership Courses</td>
</tr>
<tr>
<td>Investigator:</td>
<td>Michael Stebleton</td>
</tr>
<tr>
<td>IRB ID:</td>
<td>STUDY00015639</td>
</tr>
<tr>
<td>Sponsored Funding:</td>
<td>None</td>
</tr>
<tr>
<td>Grant ID/Con Number:</td>
<td>None</td>
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<td>Internal UMN Funding:</td>
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<td>Fund Management Outside University:</td>
<td>None</td>
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<tr>
<td>IND, IDE, or HDE:</td>
<td>None</td>
</tr>
</tbody>
</table>

Documents Reviewed with this Submission:
- HRP 587 Consent Form, Category: Consent Form;
- IRB Recruitment Email, Category: Recruitment Materials;
- Interview Questions, Category: Other;
- Global Leadership Through Short-Term Study Abroad Leadership Courses, Category: IRB Protocol;
- Exploration of Undergraduate Students Development as Global Leaders Through Short-Term Study Abroad Leadership Courses - Google
The IRB determined that this study meets the criteria for exemption from IRB review. To arrive at this determination, the IRB used “WORKSHEET: Exemption (HRP-312).” If you have any questions about this determination, please review that Worksheet in the **HRPP Toolkit Library** and contact the IRB office if needed.

This study met the following category(ies) for exemption:

- (2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) as the following criteria is met: (ii) Any disclosure of the human subjects’ responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, educational advancement, or reputation.

Ongoing IRB review and approval for this study is not required; however, this determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit a Modification to the IRB for a determination.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the **HRPP Toolkit Library** on the IRB website.

For grant certification purposes, you will need these dates and the Assurance of Compliance number which is FWA00000312 (Fairview Health Systems Research FWA00000325, Gillette Children's Specialty Healthcare FWA00004003).

Sincerely,

Jeffery Perkey, CIP, MLS
Senior IRB Analyst
Appendix B

Recruitment E-Mail

Hi (Insert Name of Student)-

You are invited to be in a research study about how undergraduate students understand global leadership through participation in short-term study abroad leadership courses. You were selected as a possible participant because you participated in a short-term study abroad leadership course with your University.

If you agree to be in this study, we would ask you to do the following things:

● Participate in two recorded Zoom interviews, each lasting approximately 45-60 minutes, between August and September 2022
● Share your experiences related to global leadership
● Share your experiences in your short-term study abroad leadership course
● You will be compensated with a $20 Target gift card for each completed interview

Attached to this email is an information sheet about this study in addition to a flyer advertising the opportunity to participate. If you are interested in participating, you can complete an application at z.umn.edu/globalleadership

This study seeks a sample of 6-12 students with the following criteria:
- 40% Black, Indigenous, and People of Color (BIPOC) students
- 40% Non-female identifying
- At least two students from each of the three participating institutions

Participants will be enrolled in this study as long as target enrollments described have not already been fulfilled. In the event that a target enrollment has already been filled, participants will be notified that their demographic target has already been filled.

Participation interest is due on August 8 and participants will be notified if they are selected. I will be the researcher conducting this study and am happy to answer any questions over email (evanwitt@umn.edu) or by phone (763-453-2661).
Appendix C

Semi-Structured Interview Guide: Interview One

Introduction
Thank you for agreeing to participate in this research study today. My name is Evan Witt and I am a doctoral candidate in the Higher Education track of Organizational Leadership Policy and Development at the University of Minnesota. I am conducting a research study about how undergraduate students understand global leadership through participation in short term study abroad leadership courses. You were selected as a participant based on your experience in your short-term study abroad leadership course within your University. I have received your consent form but wanted to make sure we have time to address any questions about that before we begin. Do you have any questions about the consent form or the study itself?

This is the first of two interviews, each lasting approximately 45-60 minutes. The goal of this interview is to explore your understanding of global leadership and your experiences in your short-term study abroad leadership course. All of the questions are open ended and there are no right or wrong answers. This interview will be recorded for later data analysis. Everything that you share in the interview is voluntary and you can decide to not answer a question or stop at any time. At the end of the interview a $20 Target gift card will be emailed to the address you submitted in your registration form. Do you have any questions before we begin?

- Please introduce yourself and share what motivated you to participate.
- What events in your life influenced you to think about yourself as a leader, or to pursue leadership education?
- What does it mean to be a global leader?
- In what ways do you consider yourself to be a global leader, if at all?
- Tell me about your experience participating in your short-term study abroad leadership course.
- What did you learn about global leadership throughout your course?
- How are those insights similar or different to how you understood global leadership before participating in your course?
Appendix D

Semi-Structured Interview Guide: Interview Two

Introduction

Thank you again for being here today and it is great to see you again! I really appreciated getting to know you in our first conversation together. This second conversation will build on our last one. I have spent some time reviewing our individual conversation as well as identifying some themes across the different interviews I have been conducting.

A few reminders before we begin. We will record this conversation for later data analysis but everything you say will be confidential and is voluntary. Remember, these questions have no right or wrong answers. Think of it as a casual conversation, not like an interview. I have some questions planned but am happy to take the conversation anywhere you would like it to go as well. Do you have any questions before we begin?

- Do you have any questions or comments related to the questions from the first interview?
- (3-5 follow up questions will be provided by the researcher)
- In what ways, if at all, is global leadership important?
- In what ways, if at all, has your definition or understanding of global leadership changed through participating in a short-term study abroad leadership course?
- How do you think this course experience will impact you in the future?
- Do you have any other comments you would like to make regarding any of the conversations we have held?
Appendix E

Productions and Provocations of Undergraduate Students’ Understanding of Global Leadership

Global Experiences

Leadership Identity
Identifying Self as a Leader
Context Matters in Understanding Leadership

Non-Global Experiences

Short-Term Study Abroad Leadership Course

Understanding of Global Leadership
Course Structure
Reflections Lead to Understanding
Intercultural and Intercultural Understanding
Life-changing Experiences
Holistic Student Experiences
Defining Global Leadership In the Context of Global Experience

Application of Global Leadership
Global Leadership as a Lifelong Lens
Self as a Global Leader
Thinking Globally While Acting Locally