



INTERNATIONAL EDUCATION LEADERSHIP OF TOMORROW:

Where are We and Where Do We Need To Go?

J A N U A R Y 2 0 1 6

On Wednesday May 20, 2015 the International Network of Tomorrow's Leaders (INTL) organized and facilitated 'International Education Leadership of Tomorrow: Where are We and Where Do We Need To Go?' an interactive webinar to explore the status of leadership skills in Canada's international education sector, and identify leadership development needs for the future generation of international educators.¹ In total, 60 Canadian international educators from eight provinces participated in this webinar, representing 40 universities, colleges, institutes and K-12 school boards across the country.

As one in a series of CBIE briefs, this report presents the findings of this preliminary leadership skills gap identification exercise for the international education sector in Canada. It concludes with recommended next steps on leadership development to advance the international education sector in Canada and to strengthen the capacity and innovation of its future leaders.

The following was prepared by members and supporters of

the [International Network for Tomorrow's Leaders](#), a Professional Learning Community of the Canadian Bureau for International Education.²

1. SETTING THE CONTEXT

International education in Canada is rapidly changing, featuring complex intersections within which leaders must operate: for example, linking local, national and global contexts while balancing multi-stakeholder interests. This exciting environment compels a review of the

current status of leadership, and a commitment to building capacity for the future.

Leadership for the purpose of this discussion is understood as being a role that all employees can play, regardless of their 'level' within an institution, and includes the following core values for the sector: sustainability of our institutions, preparing graduates for multicultural and global environments, fostering inclusivity in learning, and serving the public good. This applied research exercise challenges educators to conceive of a two dimensional model of inclusion for leadership—one which reflects diversity as well as engagement.

The research exercise drew heavily on two separate regional studies, one conducted in Europe (by EAIE),

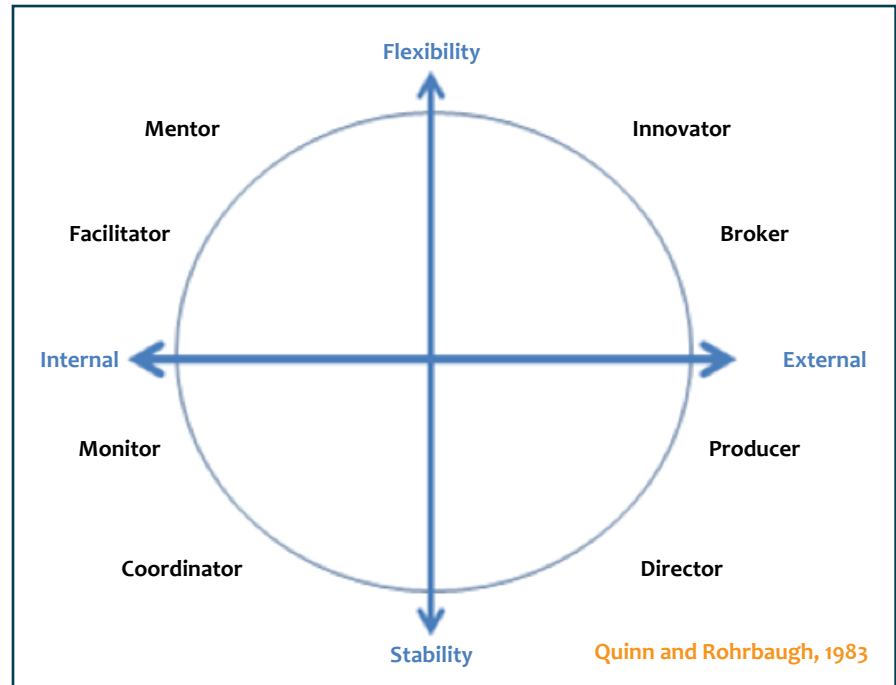
¹ The idea for 'International Education Leadership of Tomorrow: Where are We and Where Do We Need To Go?' was conceived after several INTL members participated in the 2014 CBIE Conference Concurrent Session presented by Garson, Odgers and Myles titled 'Leading Inclusive Internationalization'.

² Kyra Garson (Thompson Rivers University), Marc Usunier (University of Saskatchewan), Lisa Deacon (CBIE), Eunjung Riauka (Algoma University), Sultan Almajil (Thompson Rivers University) and Scott Lehbauer (Lethbridge College).

and another in Australia (by IEAA), that were jointly published and used a two-phase Delphi methodology based on a conceptual framework which identifies eight leadership roles (listed below).³ The Australian study was of particular interest as it featured the results from one country, making possible a national comparison with Canadian international education leadership.

2. PARTICIPANT POLLING METHODOLOGY AND FINDINGS

Quinn’s leadership model includes four main quadrants and eight unique leadership roles, depicted and defined as follows:⁴



Upper left quadrant: Human relations model—focus on interaction and process.

Upper right quadrant: Effectiveness and open-systems theory—focus on adaptation to external influences.

Lower right quadrant: Relational goal model—focus on external relations and stability.

Lower left quadrant: Internal process—focus on internal control and stability.

Innovator: The innovator is creative and envisions, encourages, and facilitates change.

Broker: The broker is politically astute, acquires resources, and maintains the unit’s external legitimacy through the development, scanning and maintenance of a network of external contacts.

Director: The director engages in goal setting and role clarification, sets objectives and establishes clear expectations.

Producer: The producer is task-oriented, work focused, seeks closure, and motivates those behaviours that will result in the completion of the group’s task.

Coordinator: The coordinator maintains structure, does the

scheduling, coordinating, and problem solving and sees that rules and standards are met.

Monitor role: The monitor collects and distributes information, checks on performance, and provides a sense of continuity and stability.

Facilitator: The facilitator encourages the expression of opinions, seeks consensus, and negotiates compromise.

Mentor: The mentor is aware of individual needs, listens actively, is fair, supports legitimate requests, and attempts to facilitate the development of individuals.

³ European Association for International Education and International Education Association of Australia in collaboration with the LH Martin Institute (The University of Melbourne) and TiasNimbas Business School (Tilburg University, The Netherlands). (2014). Leadership Needs in International Higher Education in Australia and Europe: Report from Phase One of a Delphi Study. Tilburg/Melbourne: Murray, Dennis, Goedegebuure, Leo, van Liempd, Hans-Georg, Vermeulen, Marc.

⁴ “A Spatial Model of Effectiveness Criteria: Towards a Competing Values Approach to Organizational Analysis,” Robert E. Quinn and John Rohrbaugh in Management Science, Vol. 29, No. 3, March 1983. Retrieved from: http://www.angelfire.com/creep/brendan/Quinn_effectiveness.pdf

3. PARTICIPANT POLLING

The research exercise employed Quinn’s model to conduct a preliminary gap identification exercise with Canadian international educators.

The first phase of polling depicts the perceived leadership skills among emerging leaders in Canada’s international education sector today, and those in which emerging leaders seek to strengthen capacity for the future:

Q1: Emerging leaders (less than 7 years in the sector): The leadership roles I currently emphasize are (choose 4 from): Innovator, Broker, Director, Producer, Coordinator, Monitor, Facilitator, Mentor

Q2: Emerging leaders (less than 7 years in the sector): The leadership roles I seek to strengthen capacity in are (choose 4 from): Innovator, Broker, Director, Producer, Coordinator, Monitor, Facilitator, Mentor

The second stage of polling documents the perceived leadership skills among mid-level and senior leaders in Canada’s international education sector today and those in which such leaders seek to strengthen capacity for the future:

Q3: Mid-level & senior leaders (more than 7 years in the sector): The leadership roles I currently emphasize are (choose 4 from): Innovator, Broker, Director, Producer, Coordinator, Monitor, Facilitator, Mentor

Q4: Mid-level & senior leaders (more than 7 years in the sector): The leadership roles I seek to strengthen capacity in are (choose 4 from): Innovator, Broker, Director, Producer, Coordinator, Monitor, Facilitator, Mentor

“ In the past, senior leaders ‘fell into International Education’, whereas new leaders are wanting to be in the field and are seeking opportunities to take on more leadership roles, especially as innovators.”

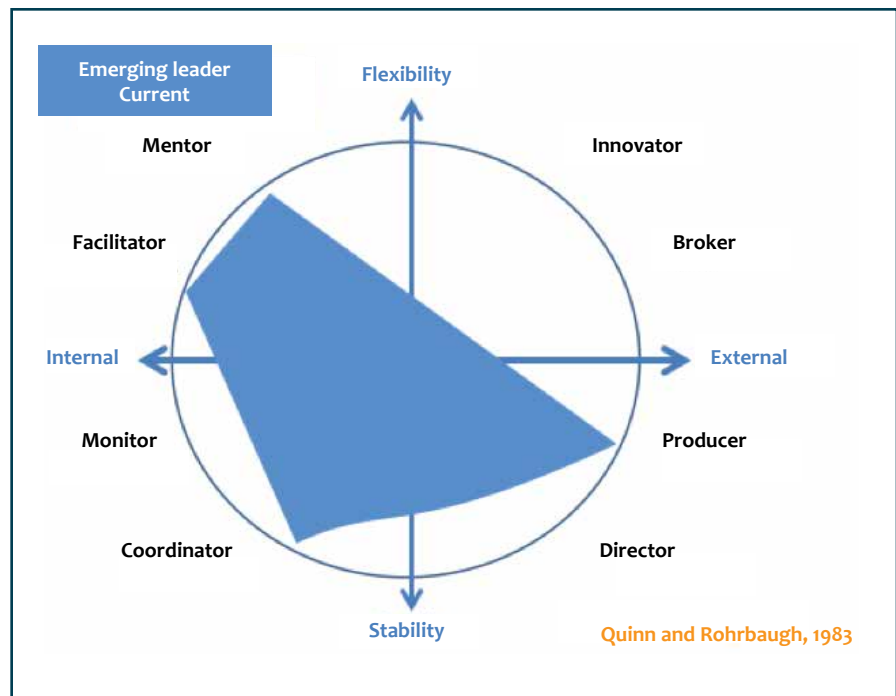
4. FINDINGS

What do emerging leaders think?

Out of 60 webinar attendees, 36 identified themselves as new and/or emerging leaders.

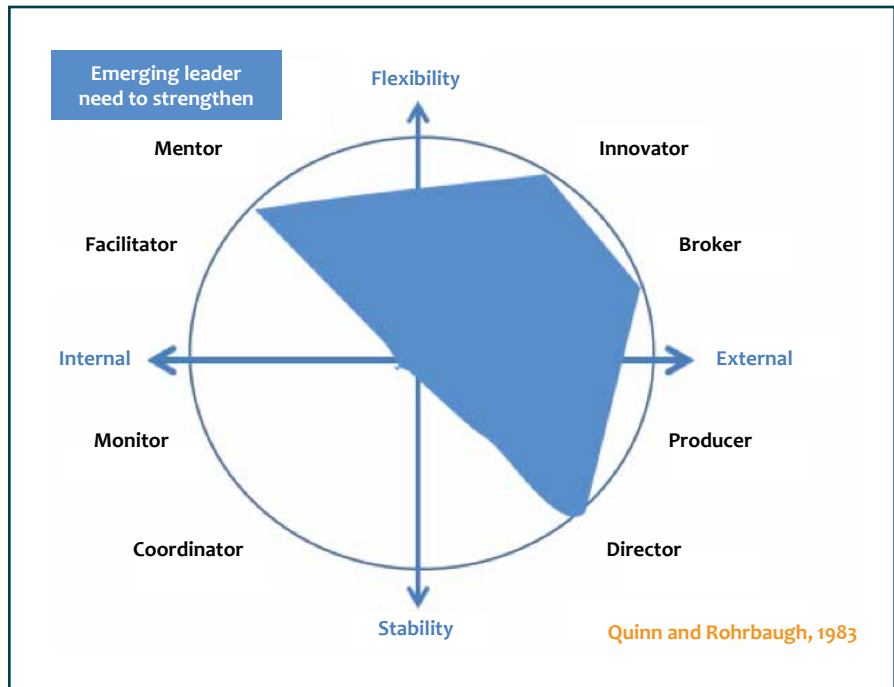
These participants ranked the top leadership roles currently emphasized in their professional positions as follows:

NEW PROFESSIONALS/ EMERGING LEADERS CURRENT	
Facilitator.....	82%
Coordinator.....	71%
Producer.....	61%
Mentor.....	50%
Monitor.....	48%
Innovator.....	47%
Broker.....	27%
Director.....	23%



The new and/or emerging leaders ranked the top leadership roles that they seek to strengthen for the **future** as follows:

NEW PROFESSIONALS/EMERGING LEADERS FUTURE	
Innovator	85%
Director	76%
Mentor	63%
Broker	57%
Producer	30%
Coordinator	28%
Monitor	27%
Facilitator	15%



“ Innovation is the key as it drives creativity and ‘out of the box’ thinking, which are important in a field as dynamic as international education.”

What do experienced leaders think?
 Out of 60 webinar attendees, 24 identified as having worked in the international education field for more than seven years.

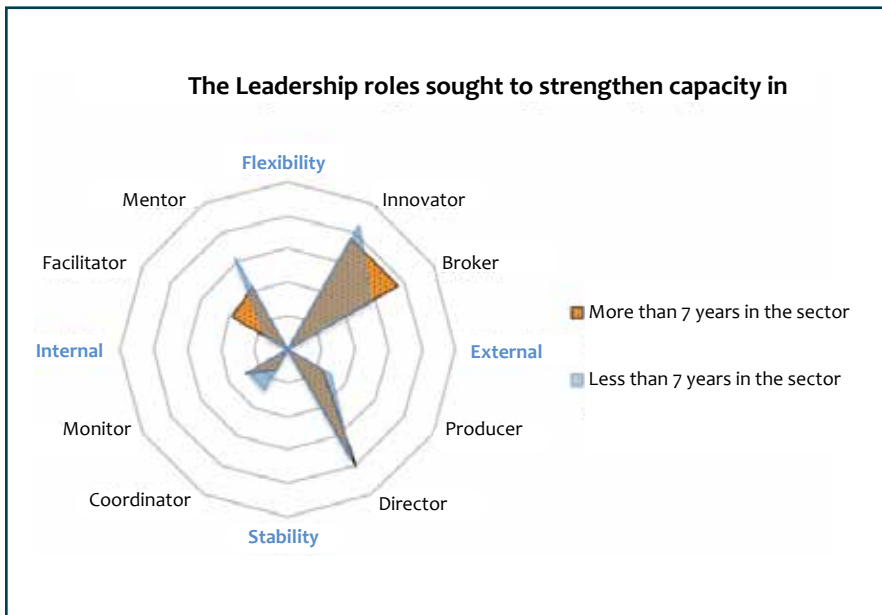
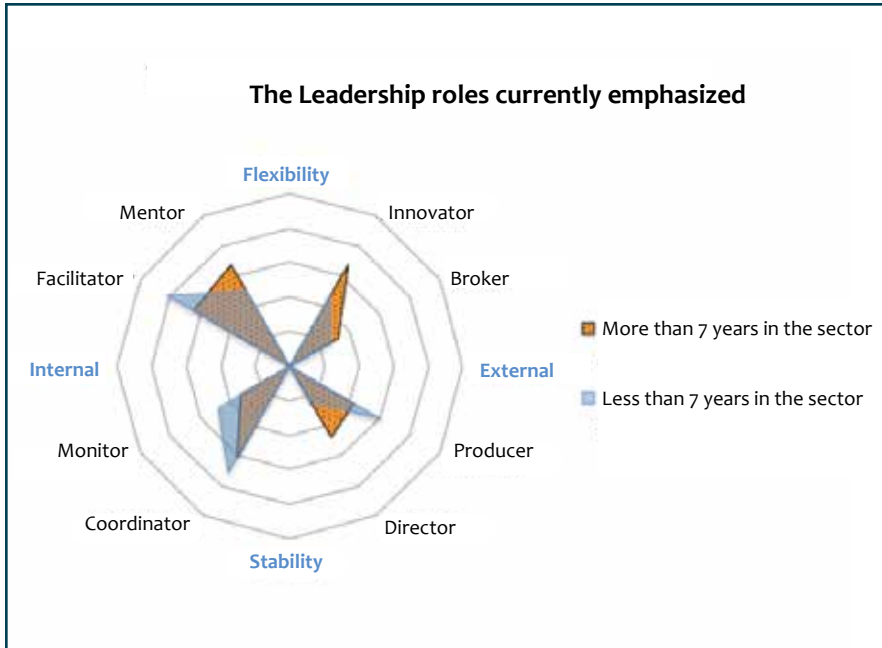
These participants ranked the top leadership roles **currently** emphasized in their professional positions as follows:

EXPERIENCED LEADERS CURRENT	
Innovator	68%
Mentor	68%
Facilitator	64%
Coordinator	62%
Director	48%
Producer	43%
Monitor	33%
Broker	32%

These experienced professionals also ranked the top leadership roles required for the sector to thrive in the **future**. Similar to the emerging leaders, they highlighted the importance of innovator, director, broker and mentor roles.

EXPERIENCED LEADERS FUTURE	
Director	81%
Innovator	76%
Broker	76%
Mentor	43%
Facilitator	38%
Monitor	29%
Producer	24%
Monitor	29%
Coordinator	14%

The following graphs illustrate the similarities and differences between the current leadership roles identified and roles sought by new professionals and current leaders. While there was some variance among emerging leaders and mid-level and senior leaders as to their current leadership roles, all groups felt that it was important to improve competencies in the same areas, including their skills as mentors, innovators and brokers.



Recommendations:

1. There is a need for additional forums and collaboration between newcomers to the field and veteran leaders across Canada.
2. The Canadian international education sector would benefit from more research and information sharing in regard to the various leadership roles and responsibilities discussed in the four-quadrant model.
3. The priority for leadership development in international education rests with developing more innovative and collaborative leaders. A third priority would be to develop the director role further in our leaders. With turnover in the field, there is a need for new professionals to gain expertise through mentorship and other professional development opportunities to meet upcoming challenges and opportunities.
4. The national group of emerging leaders, the International Network of Tomorrow’s Leaders, should continue and expand in order for even more newcomers to the field to actively engage in networking and pursuing opportunities to become effective future leaders.

“ The field of international education in general is developing rapidly, necessitating new methods of leadership.”

“ We should work towards ‘creating conditions for innovation’ through mentorship as it increases efficiency and builds the confidence needed to take calculated risks to innovate while maintaining organizational values.”

The impending changes in the field, both in terms of scope and staff complement, make this the ideal time to revisit the professional development opportunities available to new professionals within the sector, to strengthen formal and informal opportunities in a meaningful way and to harness the power of this engaged

group for the future growth and development of the sector.⁵

5. CONCLUSION

Canada’s international education sector has a vested interest in building knowledge transfer channels between experienced professionals and future leaders. In addition to building a stronger culture of mentorship, formal leadership development should be made more accessible and practical for emerging leaders, with support and commitment from experienced professionals and institutions alike. CBIE has a considerable connector role to play in this undertaking.

CBIE’s INTL looks forward to working to continue to foster

dialogue on leadership development opportunities within the sector for the benefit of our membership. The next step of this Professional Learning Community will be to consult broadly to clarify what format leadership capacity development activities should take and how they can be best coordinated to ensure wide participation among experienced and emerging leaders alike across Canada.

“ 98% of participants agreed that leadership needs in the sector have changed during the course of the last decade.”

⁵ The number of baby boomers in the workforce is continually decreasing. With the exit of this significant group, the impending generational gap means that the international education sector will be looking to newer professionals to fill the leadership roles previously occupied by boomers. “In 2014/2015, the growth rate of the population aged 65 years and older was 3.5%, approximately four times the growth rate of the total population.” The annual growth rate of this age group has accelerated since 2011, when the first members of the baby boom generation turned 65. Canada’s population estimates: Age and sex, July 1, 2015; Statistics Canada.

CBIE RESEARCH IN BRIEF

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