

UMUC Business and Executive Programs Podcasts

Executive MBA Education in a Global World

Interviewer: Nancy Gentry Glenn, Director of Administration, Business and Executive Programs

Interviewees: Christina Hannah, Patricia Spencer, and Barrie Zucal

Podcast Title: Developing Global Leaders

Broadcast Date: November 14, 2008

Glenn: Welcome to Executive MBA Education in the Global World, a weekly podcast that features an overview and highlights of the Executive MBA program and discussion of how the program prepares executives for today's global business environment. I'm Nancy Gentry Glenn, Director of Administration, Business and Executive Programs, your host for the day.

Our guests today are Dr. Christina Hannah, an Executive MBA program professor, Ms. Patricia Spencer, manager of the Executive MBA online team coaching program, and Ms. Barrie Zucal, coaching program co-designer and administrator.

The topic for today's show is "Developing Global Leaders." Our discussion will focus on how the Executive MBA program enhances leadership development through innovative course content and program structure.

Dr. Hannah, tell us a little about the first seminar in UMUC's Executive MBA program entitled *Leadership for Global Opportunities* and how the seminar and subsequent program residencies contribute to the development of participant leadership competencies.

Hannah: Well, let me begin by saying that a fundamental premise of this program is that you cannot do a good job of leading others—whether individuals, groups, departments, or organizations—without first having a well-developed self-awareness and being adept at managing yourself. And of course leaders need an awareness of and sensitivity toward others and how their behaviors impact those with whom they interact in their work lives.

With this as a common understanding, we identified a set of six core and 27 sub-competencies. This list was vetted with and confirmed as important by key stakeholder groups—students, faculty, and employers represented on our advisory board. Development of these program competencies is attended to in every seminar and residency.

We are mindful that most program participants have already established themselves as leaders in their respective fields and organizations and bring an enormous wealth of experience to their studies. We strive to help them leverage that experience while building new knowledge, increasing core competencies, and developing a stronger network in the classroom and in the business community.

In the first seminar, *Leadership for Global Opportunities*, participants not only discuss the scholarly work on leadership, but they also apply what they are learning to situations with which they are familiar. They consider leading knowledge about motivation; worker

satisfaction; and individual, group, and organizational performance. Participants also learn about teams, both from research and practical perspectives—focusing considerable attention on those that are virtual, diverse, multi-national, interorganizational, and intergenerational. Throughout this seminar, participants complete a series of assessment instruments helping them further understand such things as their preferred approaches to conflict, communication, teamwork, and decision making.

In the residency that immediately follows the first seminar, participants explore the implications of their culturally derived preferences for effective relationships with others, both in their own organizations and in those with whom they will be doing business. Using the results from training management corporations' cultural orientations indicator, they consider the implications of gaps or significant differences at the individual, group, functional, organizational, and national levels. They then apply the insights gleaned from a series of exercises to a custom-designed international business case. Their learning is enhanced by assistance from country experts, people with years of experience doing business in the countries upon which the case focuses.

In the third residency, participants have an opportunity to apply their knowledge and practice their skills in a complex, international business negotiations case, especially designed and written for this program. Participants assume the role of members of company teams and are charged with negotiating an agreement between an American company and one from another country. They are once again assisted by country experts as they work to develop an agreement that will enable two companies to work together. This helps participants further hone their team communication, interpersonal and cultural leadership competencies.

The academic and leadership development components of this program complement each other, facilitating continuous assessment, reflection, and goal refinement with the emphasis always being on development of the knowledge and competencies associated with leadership excellence.

Glenn: Thank you, Dr. Hannah. Ms. Spencer, would you provide us with detail about the Executive MBA online team coaching component? How is it structured, and what can students hope to achieve through this experience?

Spencer: Certainly. All of us have heard of “executive coaching.” But the typical image that comes to mind is a one-on-one relationship. However, at UMUC we have developed a model of executive coaching for our Executive MBA program. It occurs within teams. Why teams? When you’re working within a team for 21 months, it is possible to develop solid understanding of your individual skills and also to develop and practice your own leadership and coaching skills.

We look at the executive coaching teams as laboratories, if you will. This image conjures up opportunities to create experiments to try out new behaviors and to achieve goals. In other words, the team becomes one safe environment in which to experiment and to achieve results.

Each person is asked to develop a set of goals that comprise an individual leadership development plan. We use the SMART Goal model. This means that each goal is specific, measurable, attainable, realistic, and timely.

The group coach, in working with a team, brings the team together two times during each seminar. The mission of the group is to support individual development toward each others' SMART goals. In addition, the group setting affords opportunities to listen and emphasize, to understand what is important to each member, and to practice asking open-ended questions—as well as to motivate and to celebrate successes. Each member has the opportunity to develop his or her own coaching skills. These include listening, motivating, defining, and facilitating. This happens in an environment that is nonjudgmental, interculturally sensitive, confidential, motivating, and flexible. Ultimately the team coaching affords practice opportunities to lead change, to lead people, and to practice the application of organizational leadership and interpersonal skills.

Glenn: Thank you, Ms. Spencer. And can you tell us what leadership assessment instruments are administered by the Executive MBA program and how they support students in strengthening their leadership competencies?

Spencer: Yes. There are three assessments that participants take: the emotional competence inventory, the Hogan assessment instruments, and the cultural orientation indicator. Let me describe each for you.

The emotional competence inventory is a 360-degree measure. This means that you receive feedback from your superiors, your direct reports, peers, and others. The ECI measures competencies in four clusters: self-awareness, self-management, social awareness, and relationship management.

The second assessment instrument has been created by Hogan. You will take three separate Hogan assessment instruments and these will be reviewed by your feedback coach in order to help you set developmental goals. These include also the Hogan personality inventory, which indicates the characteristics that appear during social interaction and that facilitate or inhibit a person's ability to get along with others and to achieve his or her goals. The Hogan development survey assesses 11 common performance risks that interfere with a person's ability to build relationships with others and create cohesive goal-oriented teams. The Motives, Values, Performance Inventory—or the MVPI—assesses the things that individuals enjoy and that indicate what kinds of jobs, work, and environments they will find most satisfying.

Finally, we have the cultural orientations indicator. As Dr. Hannah explained, it is a Web-based, self-reporting tool for the development of culturally competent managers and leaders. Through the reliable assessment of an individual's cultural preferences and comparative analysis, individuals acquire the awareness and knowledge necessary for building effective skills and behavioral adaptations for multicultural management and business.

Glenn: Thank you, Ms. Spencer. Ms. Zucal, how does the team coaching process help students to practice and apply their individual leadership development goals identified through administration of assessment instruments?

Zucal: Thank you, Nancy. Before I get directly to that question, I'd like to say that, or just remind us all that this coaching program is the leadership development component in the executive programs. This is a virtual program. It is designed to enhance global leadership assessment. The assessments that Pat spoke about—Ms. Spencer spoke about—are given to the students soon after they enter the program. After they have taken the assessments, they're given feedback by their feedback coaches in a very, very safe, very comfortable environment. The feedback coaches are careful to make the feedback integrated so that the participant gets the integrated feedback from all of the assessments together. It's a more powerful process in that way.

Based on the feedback, the participants develop their individual leadership assessment goals. These goals are the basis of the coaching program. Based on these goals, the participants develop an action plan. The action plan is the plan that will help them develop their competencies over the course of the whole 21 months that they're in the program. These action plans are critical for the student to stay on track, as they would be in any coaching program.

One of the big benefits of this particular program is that they can share their action plans with all of the other participants in their coaching group. And when they do that, they will get support on the achievement of these goals, and they'll also be held accountable for achieving them. While they're practicing their leadership coaching skills and their interpersonal leadership skills—both of which will help them to develop talent in the real world of global leadership—they are also developing their own leadership competencies. They get feedback from the group on their achievement of the competencies. They also hear from many people in feedback rather than just hearing from one person, as would happen in most individual coaching programs. Students also bring real-world examples into their group program and are able to get perspectives and feedback that is extremely helpful, and they're quite appreciative of all of the feedback that they get from their cohort members.

So while the students are participating in this program, they are—several things are happening at once. They are working on their individual action plans, they are practicing their coaching and their interpersonal skills to help each other develop as global leaders—not just as U.S.-based leaders, by the way—as *global leaders*. This is a critical difference between this program and many, many other MBA programs. They are also supporting each other. The coaches in these programs are very experienced. They are coaches with the National Leadership Institute, which is associated with the Center for Creative Leadership, which many of you may know about already. They provide a model, they teach the coaching skills, they provide encouragement, they model the skills, they support the group, and they facilitate the group dynamics in the program. Our students give us feedback that this is a rich and fulfilling experience and provides tremendous opportunities for them to practice to become global leaders.

UMUC Business and Executive Programs Podcasts
Executive MBA Education in a Global World

Glenn: Thank you, Ms. Zucal. This is Nancy Gentry Glenn, and I'd like to thank Dr. Christina Hannah, Ms. Patricia Spencer, and Ms. Barrie Zucal for helping us to understand the leadership development focus of the Executive MBA program. Thank you, listeners, for joining Executive MBA Education in the Global World.

UMUC Podcasting Disclaimer

University of Maryland University College podcasts contain recorded lectures, speeches, commentary, interviews, and recordings of events of interest to the university community.

Statements expressed by non-UMUC faculty, staff, students, or alumni do not necessarily reflect the views or official policies of UMUC. Discussion of content, goods, or services provided by outside entities does not imply UMUC endorsement.

END