

Developing Responsible Global Leaders Through International Service-Learning Programs: The Ulysses Experience

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A new challenge in executive education is to develop responsible global business leaders. We describe "Project Ulysses," an integrated service-learning program which involves sending participants in teams to developing countries to work in cross-sector partnerships with NGOs, social entrepreneurs, or international organizations. In order to understand how Ulysses participants learn from their experiences while abroad, we interviewed 70 participants and content-analyzed the learning narratives that they produced. We found evidence of learning in six areas: responsible mind-set, ethical literacy, cultural intelligence, global mind-set, self-development, and community building. We also identified a number of processes through which learning occurred at the cognitive, affective, and behavioral levels, including the process of resolving cultural and ethical paradoxes; constructing a new life-world, that is, developing a new perspective of self and the world; and making sense of the emotions experienced while on assignment. The results of a postprogram survey confirm the long-term effectiveness of Ulysses in developing and enhancing competencies that are critical for responsible global leadership. We discuss the implications for theory building on responsible leadership and helping organizations leverage the potential of international service-learning programs for developing responsible global leaders.

There has been a growing awareness of the need for responsible corporate leadership among policy makers, educators, and the general public. This is partly due to the highly publicized corporate scandals and instances of management misconduct that have eroded public faith and have fueled legislative reactions, such as the Sarbanes-Oxley Act

(e.g., Brown & Treviño, 2006; Puffer & McCarthy, 2008; Waldman & Galvin, 2008). Concomitantly, management scholars and educators (Giacalone & Thompson, 2006; Ghoshal, 2005; Mintzberg, 2004; Mintzberg & Gosling, 2002; Pfeffer, 2005; Pfeffer & Fong, 2002) have begun to question the assumptions underlying traditional management education, which, in their view, not only contributed to a moral vacuum and dysfunctional picture of the corporate executive as the "ruthlessly hard-driving, strictly top-down, command-and-control focused, shareholder-value-obsessed, win-at-any-cost business leader" (Ghoshal, 2005: 85), but also failed to prepare students and managers for the leadership challenges and ethical dilemmas faced in an increasingly complex, global, and interconnected world.

We thank Associate Editor Charmine Härtel and two anonymous reviewers for their valuable comments on earlier versions of this article and Charlotte Davis and Barbara Krammer for their assistance in preparing the paper. We also like to thank Ralf Schneider, the former Global Head Talent Development at PricewaterhouseCoopers, for providing us with the chance to conduct research on the Ulysses program and program participants for sharing their deep learning insights. Research was made possible by research grants from Foundation INSEAD in France and Foundation Fredy and Regula Lienhard in Switzerland.

The quest for responsible leadership is not only an answer to recent business scandals and subsequent calls for more ethical leadership, but also a result of the changes and new demands in a global business environment (e.g., Evans, Pucik, & Björkman, 2010; Lane, Maznevski, & Mendenhall, 2004). One of these new demands is the expectation of stakeholders that corporations and their leaders take a more active role as citizens in society and in the fight against some of the most pressing problems in the world, such as poverty, environmental degradation, human rights protection, and pandemic diseases (e.g., HIV/AIDS). In essence, these calls acknowledge that leadership takes place in a global stakeholder environment and demand that leaders "contribute to the creation of economic and societal progress in a globally responsible and sustainable way" (EFMD, 2005: 3). As a growing number of public-private partnerships, social innovations, and leadership initiatives (e.g., Tomorrow's Leaders Group of the World Business Council for Sustainable Development, the Global Business Coalition on HIV/AIDS) indicate, more and more business leaders accept their core-responsibility as global citizens for finding solutions to these problems. Yet, a large-scale survey of more than 4,000 executives conducted by the strategy consultancy McKinsey reveals a "knowing-doing" gap with respect to responsible leadership: While executives recognize the broader responsibilities of business in society, they seem to struggle to cope effectively with the challenges of leading responsibly in a global stakeholder environment (McKinsey, 2006).

Thus, while it is generally acknowledged that responsibility "is at the heart of what effective leadership is all about" (Waldman & Galvin, 2008: 327), executives seem ill prepared for dealing with the wider social, political, ecological, and ethical issues facing business leaders in the global arena. In response, a growing number of companies are trying to find new ways to prepare their current and future executives for these challenges. For example, IBM sends teams around the world to work with local organizations on social, economic, and environmental problems, thereby developing their executives' global leadership skills and building goodwill for the company in the developing world (Colvin, 2009). Novo Nordisk, the world leader in diabetes care, sends their vice presidents on service assignments to Brazil to educate them about the dilemmas faced in the allocation of costly medicines and other health resources in emerging market countries (Mirvis, 2008). These examples illustrate a new trend in management development: the use of international service-learning assignments to develop responsible global leaders.

Despite the crucial role that international service-

learning assignments can play in corporate social responsibility initiatives and leadership development programs (Colvin, 2009), little is known about the learning gains achieved through such assignments. We lack empirical research and conceptual models on how individuals learn to become better and more responsible global leaders based on their experiences while abroad, and on what kind of competencies are developed through international service-learning programs. To begin to address these questions, we will examine the conceptual foundations, key features, and learning outcomes of an innovative leadership development program, "Ulysses."

We begin by examining recent theoretical and empirical advances in the literature on global leadership, with a particular focus on the development of responsible global leaders. For the purpose of this study, we define *responsible global leaders* as "individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical, and cultural complexity" (Mendenhall, 2008: 17). We then describe "Project Ulysses," an integrated service-learning program for partners at PricewaterhouseCoopers (PwC) offered in the firm's global portfolio of leadership development programs. In contrast to other service-learning programs that involve brief visits to local communities, Ulysses provides participants with an opportunity to work for 2 months in a developing country in collaboration with a nonprofit organization. After giving an overview of the program design and objectives, we will provide some tentative evidence for the effectiveness of this program in developing responsible global leaders based on an analysis of learning narratives produced by Ulysses program participants and the results of a postprogram survey. We conclude by discussing the implications for theory building on responsible global leadership as well as helping organizations and educators leverage the potential of service-learning programs for developing responsible leaders.

WHAT IS RESPONSIBLE GLOBAL LEADERSHIP AND HOW CAN IT BE DEVELOPED?

The construct of global leadership was born out of the needs of corporations in the 1990s to adopt global strategies, expand internationally, and compete in the global marketplace (Black, Morri-

son, & Gregersen, 1999; Mendenhall, 2008; Osland, Mendenhall, & Osland, 2006). Corporations realized that people with global capabilities were required to develop and implement new strategic initiatives, and as a result, they created company-specific global leadership models to guide their management development efforts.

Since global leadership is a young field of study, many of these models and training programs are not based on an extensive body of empirical research that identifies effectiveness in global leadership or global leadership training, and no rigorous or collectively accepted definition of global leadership has yet emerged (see Osland, 2008, for a recent review of the global leadership literature). However, there seems to be consensus among scholars that global leadership differs significantly from leadership in a domestic context, owing to the fact that the global context increases for leaders the valence, intensity, and complexity of key contextual dimensions (Bird & Osland, 2004; McCall & Hollenbeck, 2002; Lane et al., 2004). Global leadership is characterized by

- a setting with wider ranging diversity;
- wider and more frequent boundary spanning both within and across organizational and national boundaries;
- greater need for broad knowledge that spans functions and nations;
- more stakeholders to understand and consider when making decisions;
- a more challenging and expanded list of competing tensions both on and off the job;
- heightened ambiguity surrounding decisions and related outcomes/effects;
- more challenging ethical dilemmas relating to globalization.

Thus, it seems that the transition from purely domestic to global represents a "quantum leap" for leaders (Bird & Osland, 2004: 61).

To date, most scholars have approached the global leadership construct by asking two questions, which are also relevant to the study presented here: "What capabilities do global leaders need to acquire in order to be effective?" and "How can managers most effectively develop these characteristics?" (Osland et al., 2006). Empirical research has, for the most part, taken a content approach to the study of global leadership, in that it has sought to identify capabilities of effective global leaders (e.g., Black et al., 1999; Brake, 1997; Rosen, Digh, Singer, & Philips, 2000). Mendenhall and Osland (2002) conclude from their review of this literature that global leadership is a multidimensional construct with at least six core dimensions of competencies: cross-cultural relationship skills (e.g., cultural sensitivity); traits and values

(e.g., resilience to stress); cognitive orientation (e.g., cognitive complexity); global business expertise (e.g., global business savvy); global organizing expertise (e.g., ability to build partnerships); and visioning (e.g., ability to instill values). The related literatures on global mind-set, cultural intelligence and intercultural competence have produced sets of competencies that partially overlap with these characteristics.

Although the content approach to the study of global leadership has generated important insights into the competencies required by global executives, it fails to shed light on the process that global leaders utilize to achieve their goals. Also, with a few notable exceptions (e.g., McCall & Hollenbeck, 2002; Osland & Bird, 2008), there are few models and empirical studies that describe the global leadership development process. Researchers seem to agree that global leadership development is a nonlinear process that involves cognitive (i.e., engaging in activities that build intellectual awareness and knowledge); affective (i.e., enhancing emotional awareness and affective growth), and behavioral (i.e., building skills and changing behavior) elements, but few studies have investigated the specific processes by which global leadership competencies can be developed. Gupta and Govindarajan (2002) assert that individual and organizational development of global leadership competencies are fostered by hiring diverse employees and managers, fostering social networks across cultures, and providing opportunities such as cross-border teams and projects, short immersion experiences, and expatriate assignments. International assignments, in particular, have been viewed as the "most powerful experience in shaping the perspective and capabilities of effective global leaders" (Black et al., 1999: 2). Living and working in a global context can trigger a transformational experience that may produce new mental models in the individual—new worldviews, mind-sets, and perspectives (McCall & Hollenbeck, 2002; Mendenhall, 2008). Researchers and practitioners alike suggest that managers who have gone through such experiences and have developed a global mind-set are better equipped to deal with the ambiguity and complexity wrought by multiple organizational environments, structural indeterminacy, and cultural heterogeneity—all of which characterize contemporary corporations (Beechler & Javidan, 2007; Lane et al., 2004; Levy, Beechler, Taylor, & Boyacigiller, 2007).

Although the research on global leadership contributes to our understanding of the qualities that effective global executives possess and how these competencies can be developed, one striking feature

of this research is that the ethical dimensions and social responsibility aspects of global leadership have been given minimal consideration. A number of authors stress the importance of qualities such as honesty and integrity (Bird & Osland, 2004; Black et al., 1999; Goldsmith, Robertson, & Hu-Chan, 2003; McCall & Hollenbeck, 2002) in effective global leadership, pointing out that both personal and company standards are substantially more prone to be compromised in a global context. However, this research, for the most part, fails to address the complex ethical dilemmas and responsible leadership challenges facing global executives. Also, personality characteristics such as honesty and integrity are, by definition, relatively fixed and stable over time, so the usefulness of these models for leadership development purposes is limited.

Since our focus here is on developing *responsible* global leaders, we need to draw on insights derived from the literatures on responsible leadership (e.g., Doh & Stumpf, 2005; Maak & Pless, 2006a, 2008; Waldman & Galvin, 2008) and ethical decision making and behavior (e.g., Brown & Treviño, 2006; Crilly, Schneider, & Zollo, 2008; Kish-Gephart, Harrison, & Treviño, 2010) to gain an understanding of the personal characteristics required for responsible global leadership and how these characteristics can be trained or developed. The responsible leadership challenges faced in a global context are considerably more complex and demanding than those encountered in a domestic context because pressures to adapt or fit in are combined with incomplete and inaccurate understandings of the contexts within which companies operate. Leading responsibly in a global environment means, for instance, ensuring principle-driven and ethically sound behavior both at home and abroad; taking a stance on human rights issues; contributing in active ways to solving the global environmental crisis; and being responsive to the legitimate expectations of a diverse group of stakeholders (Maak & Pless, 2006b, 2008; Pless, 2007). Further adding to this complexity, executives of global corporations must balance needs for global integration and local responsiveness, for example, ensuring global consistency in managerial decision making while at the same time being sensitive to local cultural norms and conditions (Donaldson & Dunfee, 1999; Husted & Allen, 2006). In addition to the competencies identified in the global leadership literature, such as cultural empathy, adaptability, and global mind-set, this requires qualities such as moral judgment (Brown & Treviño, 2006); the capacity to balance contradictions (Marquardt & Berger, 2000); a sound understanding of matters of global justice and fairness

(Maak & Pless, 2009); and the ability to differentiate when different is different and when different is simply wrong (Donaldson, 1996).

Having outlined the responsible leadership challenges facing executives in an increasingly complex and interconnected world, we can now turn to the question of how integrated service-learning programs such as Ulysses can equip managers with the knowledge, skills, and mind-set needed to meet those challenges. Figure 1 shows the framework guiding this study. The basic research question addressed is "Can international service-learning programs help managers to develop the key competencies required for responsible global leadership?" Our study specifically seeks to explore the following two questions:

Question 1: What kind of competencies are developed through international service-learning programs? Beyond the competencies identified in the literatures on global leadership and responsible leadership, what other capabilities relevant to responsible global leadership are enhanced through such programs?

Question 2: What are the processes and mechanisms involved in developing these competencies? In particular, what processes at the cognitive, affective, and behavioral levels facilitate the development of competencies required for responsible global leadership?

Before we begin to address these questions, we briefly describe the objectives, conceptual foundations, and key features of the Ulysses program.

DEVELOPING RESPONSIBLE GLOBAL LEADERS: THE ULYSSES PROGRAM

Project Ulysses has been running since 2001 (with a break in 2002 due to the September 11 events) and is administered by PwC's Global Talent Development Unit. PricewaterhouseCoopers consists of legally independent firms in around 150 countries, employs more than 160,000 people (5% of them are partners), and provides industry-focused services for public and private clients. Program participants are partners in the local firms, and as such, co-owners of the company with leadership responsibility for specific areas and people. As of 2008, 120 partners coming from 35 countries have participated in the program.

Program Design and Objectives

The overarching goal of the Ulysses program is to promote responsible leadership within PwC's global

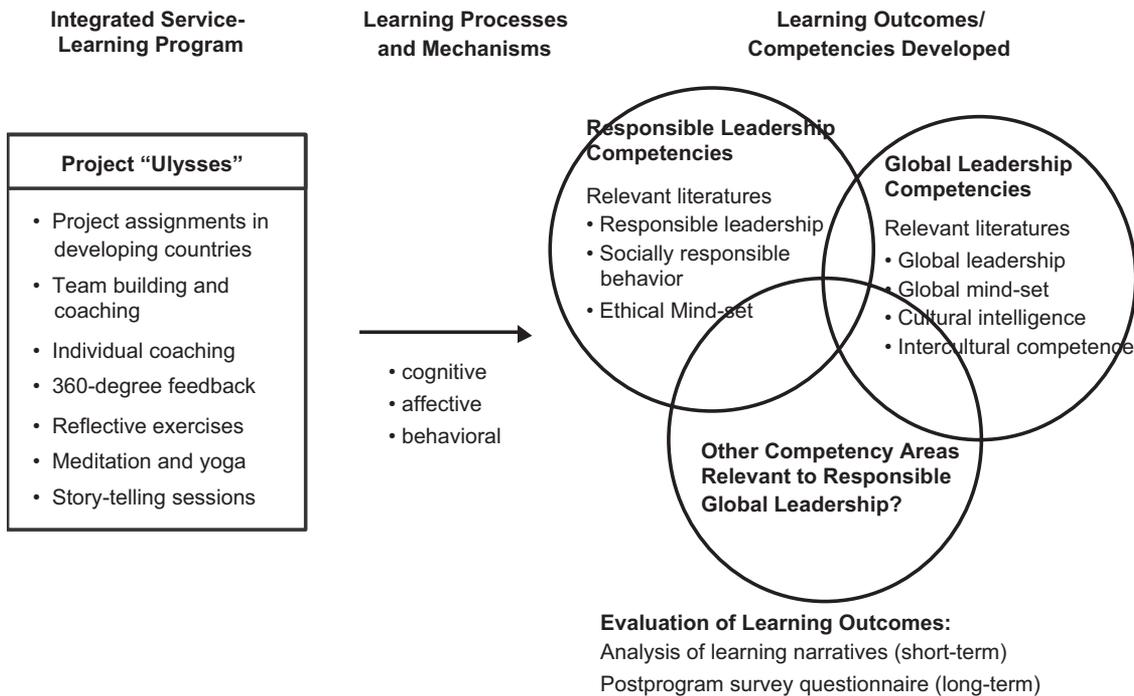


FIGURE 1

Framework Guiding This Study. Note. Examples of competencies identified in these literatures are provided in the literature review section.

network of firms and to develop partners of the firm into well-rounded leaders who are aware of their responsibilities in society and capable of interacting effectively and ethically with various stakeholders in the global marketplace. A key feature is that participants are sent in multinational teams of three or four to developing countries to work full-time in cross-sector partnerships with NGOs, social entrepreneurs, or international organizations, supporting them in capacity building and in their fight against some of the world's most pressing problems, such as diseases, poverty, and environmental degradation. Past projects focused for instance on poverty alleviation in East Timor, strengthening coordination in the fight against HIV/AIDS in Uganda, and child helpline support in India (see Appendix A).

The program consists of six phases described in Table 1: a nomination phase, a preparation phase, an induction phase, an assignment phase, a debriefing phase, and a networking phase. These phases correspond to the basic elements of service learning as described by Dumas (2002), namely, preparation, service, reflection, and celebration.

Around 20 participants are nominated each year for the Ulysses program by their territories. They are nominated on the basis of their tenure status in the partner track (3–5 years), demonstrated leadership effectiveness at the local level, potential for senior leadership roles, and English language proficiency (Nomination Phase). Before the program

starts, participants are organized into multinational teams and assigned a coach who accompanies them through the program. The Preparation Phase also includes a 360-degree feedback process, the kick-off of the team-building process, and the selection of a project assignment from a pool of preselected projects. In a 7-day Foundation Week (Induction Phase) participants meet for the first time personally and get in-depth input on the program objectives and content in three key learning areas: leadership (leading self and others in a network environment); sustainability (approaching social and environmental issues in a global stakeholder context); and diversity (thriving in a multicultural environment). Coaching occurs at the individual and at the team level. Individual coaching involves reviewing the 360-degree feedback results with a coach and setting learning objectives. In order to be functional in the field as a diverse team, each team also receives coaching to set team objectives, agree on relationship principles, start building a team culture, and learn how to coach each other in the field. Consistent with recommendations given in the service-learning literature, participants have the chance to develop the projects and terms of engagement (e.g., objectives, focus, and scope of the project) in collaboration with representatives of the respective partner organization.

Immediately after the Foundation Week, the

TABLE 1
Program Phases

Phase	Focus	Length
Nomination phase	<ul style="list-style-type: none"> • Senior management in the territories nominate participants • Preferably no more than one participant is nominated • Decentralized structure of the firm means no standardized nomination process is in place • 20–25 participants accepted for one program • Ulysses program office (UPO) selects participants based on country and gender representation to create diverse learning environment 	Depends on process in the territory
Preparation phase	<ul style="list-style-type: none"> • Participants experience 360-degree feedback process; receive individual coaching • Participant fills in preprogram questionnaire • Teams created by UPO to ensure diversity of national, cultural and geographic representation as well as gender and seniority • Service projects preselected by UPO based on organization's characteristics (track record and reputation); security concerns; and project criteria (e.g. impact on local communities, long-term sustainability of project, match of required project skills and participants' expertise, breadth of interaction opportunities for participants with diverse stakeholders from different sectors and local society); selected organizations visited by UPO before inclusion in pool of partner organizations. • Teams select project assignment based on information provided by UPO • Teams assigned a team coach and start via phone conference 	Approx. 8 weeks
Induction phase (Foundation Week)	<ul style="list-style-type: none"> • Participants briefed on program objectives in 1-day workshops • Participants encouraged to practice yoga, meditation with professional coach to develop interior balance of body, mind, spirit to better cope with challenging situations • Participants review and discuss in one-on-one coaching sessions their 360-degree feedback results with individual coaches; set individual learning objectives; create development plan • Teams meet regularly with team coach to start team-building process • Teams meet with representative from partner organization for more information on project; set project objectives; finalize terms of engagement • At end of week teams share team coaching results in larger group (team philosophy, team rituals, project objectives, etc.) 	7 days
Field assignment phase	<ul style="list-style-type: none"> • Teams work on project assignments with NGOs, social enterprises, or international organization on predefined projects. Contribute their professional knowledge (pro bono) to help their partner organization achieve their social and/or environmental mission • Coaches visit teams in field 	8 weeks
Debriefing phase (Review Week)	<ul style="list-style-type: none"> • Teams share and celebrate project experiences in large group with all participants and Ulysses team • Continuously work on debriefing their experiences with facilitators in the larger group and one-on-one with research team along the program dimensions • Participants continue to work on 360-feedback dimensions with coaches • Teams continue to work on team-learning stories; present these to the global leadership team by end of week • Last day participants share their individual vision statement in the large group 	8 days
Networking phase	<ul style="list-style-type: none"> • Each day participants have opportunity to practice yoga and meditation • Self-organized regional alumni meetings • Global alumni meetings every 2 years • Alumni special interest groups (e.g., on topics such as diversity and poverty alleviation) • Follow-up visits, surveys, and events (e.g., panel discussions on conferences) by research team 	Ongoing/unlimited

teams embark on their 8-week field missions in developing countries (Assignment Phase), where they work with partner organizations from other

sectors (social entrepreneurs, NGOs, international agencies, etc.) on service projects. This arrangement is intended to be mutually beneficial: The

project partners get pro-bono access to the knowledge and expertise of highly skilled professionals; the program participants, in return, get access to a working and learning environment that is fundamentally different from their home country and challenges them on different levels, thereby providing an opportunity for individual growth and development. Half-way through the assignment period the teams are visited by their coaches, who provide them with learning support, and help them cope with intercultural challenges and manage team dynamics.

One to two weeks after the field assignment, project results are celebrated, and challenging experiences are shared during the review week (Debriefing Phase). The debriefing process aims at helping participants to make sense of, and learn from, their experiences by telling their stories and discussing them with other program participants and facilitators, before they are presented to the firm's global leadership team. Participants also work individually with coaches on their learning goals and prepare a development plan. Following the debriefing week participants become members of the larger Ulysses network, which currently consists of 120 alumni from all continents (Networking Phase).

Learning Methodology

The Ulysses program uses an integrated service-learning approach to leadership development. "Integrated" means that the program uses a variety of learning methods and assessment tools, including 360-degree feedback, coaching, team building, project-based learning, meditation and yoga, reflective exercises, and story-telling sessions to achieve learning at the cognitive, affective, and behavioral levels. At the core of the program are the international service-learning assignments described above.

Service learning is rooted in the experiential learning methodology of David Kolb (Kolb, 1984) and goes back to the work of John Dewey (1916, 1938) who understands experience as being social and communal and education as being interactive. According to Kolb, "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984: 38). Kolb's experiential learning theory rests on six assumptions, which are consistent with the philosophy underlying the design of the Ulysses program: Learning is a process, not an outcome; learning is rooted in experience; learning requires the learner to resolve the tension between dialectically opposed demands; learning is a holistic process; learning

involves the interplay between a person and the environment; and learning results in knowledge creation (see Kayes, 2002: 139; Kolb, 1984: 25). In the design of the Ulysses program, the intent was to extend existing and familiar experiential learning pedagogy through service-learning assignments and "consciousness-raising" experiences (Mirvis, 2008) that aim to broaden, deepen, and ultimately expand the perspectives executives have of themselves and their role in the world around them.

The literature on service learning stresses the potential of service-learning assignments for moral development (Boss, 1994; Markus, Howard, & King, 1993); for raising awareness for social issues (Kolenko, Porter, Wheatley, & Colby, 1996); for encouraging civic and social responsibility (Eyler & Giles, 1999; Fleckenstein, 1997; Gabelnick, 1997; Godfrey et al., 2005; Lester et al., 2005; Morgan & Streb, 1999); for developing a greater tolerance for diversity (Dumas, 2002); and for enhancing relational abilities (Eyler & Giles, 1999; Rhoads, 1997)—all qualities which are essential for responsible global leadership. The Ulysses design team drew heavily on this literature to provide a solid pedagogical foundation for the program. However, Ulysses differs in some important respects from traditional service-learning programs. While most of these programs focus on university students (e.g., Eyler & Giles, 1999; Morton & Troppe, 1996; Salimbene, Buono, Van Steenberg, & Nurick, 2005), Ulysses targets executives and partners who already have leadership responsibility in their local firms and are being groomed for senior leadership roles in the global network. Also, Ulysses has a strong international component—the objective is to develop responsible *global* leaders, and assignments take place in foreign countries. Furthermore, the idea of service learning is not limited to community service but is extended to encompass learning partners such as NGOs, social entrepreneurs, international organizations, and governments. Finally, assignments are not part-time but are full-time, more long-term, and part of an integrated learning concept that combines field experiences with individual assessment, coaching, and team building. The three elements of this integrated service-learning methodology—assessment, challenge, support—have been identified as crucial for effective leadership development processes (Van Velsor, McCauley, & Moxley, 1998).

WHAT PARTICIPANTS LEARN IN THE ULYSSES PROGRAM

While the challenging conditions experienced while on assignment can serve as a catalyst for

learning (Conger & Benjamin, 1999; McCall, 1998; Van Velsor et al., 1998), the transformation of experience into learning requires a distilling process that involves reflection, analysis of previous experiences, and discourse with others who faced similar challenges. In the Ulysses program, the process of transforming experiences into perspective-expanding and potentially life-changing encounters is facilitated by telling stories—rich narratives which form the basis of our analysis and help us shed light on the learning processes and gains associated with the Ulysses program.

Sample

To date, we have conducted, transcribed, and content-analyzed qualitative interviews with 70 Ulysses participants, which represents the entire participant population of the programs of 2003–2006. We interviewed each participant before the field assignment, in the Foundation Week (i.e., the Induction Phase), and after the assignment in the Review Week (i.e., the Debriefing Phase). The interviews in the Foundation Week served two purposes: to collect data on the living and working context of the participants in their home countries, and to build a personal relationship with each participant. In the unstructured interviews conducted during the Review Week, we used appreciative questions to create a supportive climate and motivate participants to share openly the experiences they had made during their assignments. We also videotaped the 23 team presentations made during the Review Week and took extensive field notes. The videotaped team stories and transcribed interviews provide the basis for the analysis of learning narratives here.

Of the entire pool of 23 teams in four regions (Asia, Latin America, Eastern Europe, and Africa), nearly half of the field assignments (43%) took place in Sub-Saharan Africa (Cameroon, Eritrea, Ghana, Kenya, Namibia, South Africa, Uganda, Zambia, and Madagascar); six (29%) in Asia (China, Cambodia, East Timor, and India); six (29%) in Latin America (Belize, Ecuador, Paraguay, Peru); and one in Eastern Europe (Moldova). Teams were composed of three to four participants with the exception of two teams with only two participants. Appendix A provides an overview of projects and assignment locations.

Content Analysis of Learning Narratives

All narratives included here were based on personal experiences of participants. These included encounters with other team members, members of

the partner organization, local government officials, and people in the communities.

According to Kohler Riesman (1993), there are different ways of analyzing narratives, including sociolinguistic analysis to determine the features of a narrative, discourse analysis to unravel the rhetorical construction of speeches, and content analysis to summarize the content of communication. In this study, we employed a content-analytical approach based on methodological guidelines provided by Krippendorff (2004), Neuendorf (2002), and Weber (1990). Content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way (i.e., using an emergent or a priori approach to coding). With *emergent coding*, categories are established following some preliminary examination of the data. *A priori coding* involves establishing categories prior to the analysis based upon some theory (Weber, 1990).

Since responsible global leadership is a new construct and there are few models and empirical studies that describe the competencies developed through international service-learning programs such as Ulysses, the content-analytical approach chosen here had both inductive and deductive elements. As a first step two researchers independently searched the interview transcripts for narratives indicating learning relevant to responsible global leadership. In a second step, the researchers developed a set of categories following some preliminary examination of the narratives. The categories were established both based upon extant theory (e.g., models of the global leadership development process suggest that international assignments facilitate the development of a global mind-set, so "global mind-set" was included as category) as well as on an inductive analysis of the learning experiences reported by Ulysses participants (e.g., an unexpected learning outcome that emerged from the content analysis was that the Ulysses experience changed participants' "attitudes toward work-life balance"). The coding was then applied to the data again, revisions were made as necessary, and categories were refined and collapsed to the point that maximizes mutual exclusivity (e.g., the previously separate categories "humility" and "knowledge of own limitations" were collapsed into a single category "self-awareness"). Finally, the researchers checked the reliability of the coding by independently applying the category systems to a subsample of the data. In cases where the reliability was not acceptable, the researchers repeated the previous steps. Once the reliability had been established, the coding was applied on a large-scale basis and the final inter-rater reliability was determined for each category.

Throughout the analysis, narratives were extracted from the interview transcripts for illustration purposes.

Content-Analytical Results

As explained earlier, we sought to explore two key questions: "What kind of competencies are developed through international service-learning programs such as Ulysses? And what processes facilitate the development of these competencies?" Hence, the content analysis was focused on two aspects: individual-level learning outcomes, and the mechanisms through which learning occurred. The interview transcripts contain substantive data on other learning-related variables, such as organizational-level learning outcomes realized through the program (e.g., creation of a worldwide network of alumni that enhances cross-border communication and collaboration), but these variables are beyond our scope here.

Individual-Level Learning Outcomes

Table 2 gives an overview of the categories that emerged from the content analysis as they relate to individual-level learning outcomes, the percentage of participants who exhibited learning in the various areas, and the interrater reliabilities. The coefficient used to determine the interrater reliability is Cohen's *kappa*, which is widely considered to be a suitable measure for categorical variables. The interrater reliability coefficients for the learning outcome categories ranged between .72 and 1.00, which suggests that the coding process produced reliable data (Neuendorf, 2002). Disagreements between raters were discussed until consensus was reached.

We found evidence of learning in six broad areas relevant to responsible global leadership. The vast majority of participants exhibited learning gains in the areas of responsible mind-set, ethical literacy, cultural intelligence, self-development, and community building. Slightly less common, but still present in half to three quarters of participants, were learning effects in the area of global mind-set development. Appendix B provides excerpts from the learning narratives produced by Ulysses participants to illustrate these learning gains.

A more fine-grained analysis of individual-level learning outcomes that includes subcategories yields a more nuanced understanding of the learning gains achieved through Ulysses. As indicated by Table 2, while nearly all participants showed evidence of gains in knowledge of CSR-related issues (e.g., better understanding of the impact of

corruption, human rights issues, sustainability) as well as greater awareness of the roles and responsibilities of business leaders (socially responsible reflection), only about one third of participants exhibited a greater servant leadership attitude (e.g., a desire to "pay back" and serve others). Based on the content analysis, the vast majority of participants improved their understanding of other cultures in general (culture-general knowledge) and of their country of assignment in particular (culture-specific knowledge), but a varying proportion of participants returned from their service assignments with enhanced cultural empathy and sensitivity, the capacity to suspend judgment (being nonjudgmental), the ability to view the world from different angles (cosmopolitan thinking), and increased cognitive complexity (grasping and managing complexity). Also, while almost all of the participants increased their knowledge of how to engage local stakeholders and assess their contributions (stakeholder engagement), improvements in interpersonal and communication skills (interpersonal skills) and the ability to build and maintain trusting relationships with stakeholders (relationship management) were less often observed.

The results of the content analysis collectively suggest that the Ulysses experience results in increased awareness and knowledge related to responsible global leadership. However, changes in behaviors, skills, and mind-set seem less common.

Learning Processes and Mechanisms

These findings are corroborated by the results of the content analysis of learning processes. All narratives were coded to determine whether the service-learning assignments involved learning at the cognitive, affective and behavioral levels. As indicated by Table 3, the results of the content analysis suggest that the Ulysses program helped participants to develop intellectual awareness and acquire new knowledge (including knowledge of self) but to a lesser extent involved learning at the affective and behavioral levels, such as activities that enhance emotional awareness (e.g., compassion, emotional sensitivity) and foster skill development (e.g., improved interpersonal and communication skills).

These findings seem to indicate that service-learning programs such as Ulysses promote "surface-level" rather than "deep-level" learning. However, this conclusion might be premature for two reasons. First, learning at the cognitive level must not be equated with "surface-level" learning. Many participants reported that their experiences during the program were truly transformational, in that they produced new worldviews and helped

TABLE 2
Individual Learning Outcomes Identified in Content Analysis of Learning Narratives

Learning Areas	Outcome Categories ^a	Indicators	Percentages ^b		kappas ^c
Responsible Mind-set (A)	Knowledge of CSR-related issues (A1)	Has increased knowledge of environmental issues, global mind-set health, poverty, corruption, sustainability, project impact, etc.	99%	95%	1.00
	Socially responsible reflection (A2)	Reflects more than before on role of business in society; on responsibilities of leaders; on sustainability of initiatives; etc.		91%	.89
	Servant leadership attitude (A3)	Feels need to "pay back" and serve others; to be good steward of the environment		35%	.84
Ethical Literacy (B)	Moral awareness (B1)	Reflects more than before on different ethical standards and positions (e.g., when different is different and when different is wrong); on questions of social and distributive justice; etc.	85%	66%	.87
	Importance of values and virtues (B2)	Increased awareness of importance of human values and virtues, such as respect, tolerance, integrity, honesty, care for needs of others, etc.		75%	.85
Cultural Intelligence (C)	General knowledge about other cultures (C1)	Has developed understanding of dimensions on which cultures differ; on how communication styles may vary across cultures; etc.	100%	95%	.84
	Culture-specific knowledge (C2)	Has gained knowledge of host country norms and customs; has developed understanding of differences among subcultures within host country; etc.		88%	.86
	Cultural empathy and sensitivity (C3)	Listens more consciously than before to people from other cultural backgrounds; enhanced ability to understand things from other's point of view; enhanced ability to detect disagreement, (not directly expressed); etc.		79%	1.00
	Being nonjudgmental (C4)	Has developed awareness of own prejudices; has learned to suspend judgment (i.e., to think before acting); etc.		54%	.93
Global Mind-set (D)	Cosmopolitan thinking (D1)	Reflects more than before on tension and connection between global and local; the possibility to reconcile both; has developed openness and concern for our shared humanity; is more willing to explore and learn from other systems; etc.	72%	72%	.80
	Grasping and articulating complexity (D2)	Has developed integrative abilities to synthesize information from diverse sources; has developed reflexive interpretive abilities to create new and more complex understanding of the environment; etc.		49%	.90
Self-Development Development (E)	Self-awareness (E1)	Increased awareness of own limitations, failures, and personal development needs; had experiences that taught humility and humbleness; etc.	95%	43%	.93
	Perspective on life (E2)	Has developed new perspective on own life (private or professional); has found deeper purpose in life; etc.		39%	1.00
	Importance of relationships (E3)	Has become more aware of importance of social relationships; cherishes friendships more than before; etc.		82%	.90
	Work-life balance (E4)	Feels a stronger need to balance work and personal life than before; gives greater priority to needs of family than before; etc.		11%	1.00

(table continues)

TABLE 2
Continued

Learning Areas	Outcome Categories ^a	Indicators	Percentages ^b	kappas ^c
Community Building (F)	Stakeholder engagement (F1)	Has increased knowledge of how to identify legitimate stakeholders; how to engage them; how to assess their contributions; etc.	100% 99%	.93
	Interpersonal skills (F2)	Has improved interpersonal and communication skills (e.g., being inclusive, empathetic, flexible, communicative, sociable)	77%	.72
	Relationship management (F3)	Has developed and started to practice personalized form of relationship building based on values (e.g., demonstrating respect) and/or principles (e.g., giving more space)	85%	1.00

^a The codes used in the content analysis of learning narratives are presented in parantheses; results for "others" categories are not reported.

^b Percent of individuals who exhibited learning in a specific area.

^c Cohen's kappa.

them to broaden and expand the perspectives they had of themselves and their roles in the world around them. Second, it must be emphasized that for more than half of the participants, we found evidence of "3-dimensional learning" (Strebel & Keys, 2005: 7), that is, learning at the cognitive, affective, and behavioral levels as a result of their experiences on assignment.

In addition to determining whether learning occurred at the cognitive, affective, and behavioral levels, we looked for specific mechanisms through which learning and personal development took place during the service assignments. The emphasis was not on identifying learning principles that are already well established in the management development literature, such as vicarious learning or learning through exposure to challenging situations (e.g., Conger & Benjamin, 1999; McCall, 1998; Van Velsor et al., 1998), but rather to shed light on

learning processes and mechanisms specific to international service-learning programs such as Ulysses. As shown by Table 3, we identified three learning processes common enough (i.e., observed in more than half of participants) to warrant discussion: Learning through paradoxical experiences, constructing a new life-world, and arousal of strong emotions that initiate subsequent learning and sense-making processes. We briefly discuss each below.

Participants were frequently faced with ethical dilemmas and cultural paradoxes (Osland & Bird, 2000) that did not fit their expectations and seemed to contradict common sense or past experience. For instance, one of the participants recalled an incident in which he met an HIV-positive woman with several small children who was unable to buy her medications but had a cell phone. "To us the cell phone seemed a luxury item when faced with not

TABLE 3
Learning Processes Identified in Content Analysis of Learning Narratives

Learning Processes and Mechanisms	Description/Subcategories	Percentages ^a	kappas ^b
3-D Learning	Cognitive: Processes or activities that build intellectual awareness (e.g., knowledge gains, reflection on ethical issues)	95%	.74
	Affective: Activities that enhance emotional awareness and self-evaluation (e.g., self-awareness, compassion)	75%	.80
	Behavioral: Activities that involve building skills and changing behavior (e.g., communication, network-building skills)	60%	.79
Resolving tensions and paradoxes	Deciphering or resolving cultural and ethical paradoxes; reflecting on underlying conflicts and tensions	58%	.94
Constructing a new life-world	Adapting one's mental frames and subjective theories to new reality; developing an alternative perspective	69%	.80
Coping with adversity and strong emotions	Managing situations not within normal experience; making sense of emotions experienced therein	57%	.74

^a Percent of individuals who displayed learning process.

^b Cohen's kappa.

being able to afford her meds. We never really were able to resolve this situation" (Interview 2006-2, Cameroon). In many instances, reflection on these paradoxes and the underlying tensions had a learning effect even if the contradictions remained unresolved, because the existence of these paradoxes and dilemmas increased participants' awareness of the cultural complexities inherent in living and working in a developing country and alerted them to the danger of resorting to overly simplistic explanations.

Another common learning process identified in the content analysis of narratives is what might be termed *constructing a new life-world*. It involves adapting one's mental frames and subjective theories to a new reality, developing an alternative perspective on life and business, and transferring learnings from the field to home. For example, one participant, after visiting an AIDS treatment center and having a conversation with a young woman with AIDS, noted that "[t]he optimism, faith and hope, in the face of such desperate circumstances, gave me a lot to think about coming from a rich country where many people view themselves as victims for largely insignificant reasons. That conversation haunts me and [. . .] causes me to behave differently in my day-to-day interactions with people" (Interview 2006-16, South Africa).

A third common learning process identified in this study was coping with adversity and strong emotions. We found numerous instances where the arousal of strong emotions—sometimes positive but more often negative and even painful—initiated subsequent learning and sense-making processes. For instance, one participant that we interviewed recalled an encounter at an orphanage with two HIV-infected little girls who had lost their parents to AIDS. He recalls: "That was probably the most touching day, and probably the day that affected me more than anything else. [. . .] And the meaning of life suddenly takes a different turn. It's quite emotional" (Interview 2003-8, Namibia). In this and other cases, exposure to adverse and sometimes painful situations required participants to develop effective coping mechanisms, to engage in self-reflection, and helped them build emotional resilience to deal with situations that were outside their personal comfort zones.

Figure 2 provides a synthesis of the key findings of the content analysis of learning narratives. The findings collectively support the effectiveness of the Ulysses program in developing and enhancing capabilities that are critical for responsible global leadership. Learning occurred at the cognitive, affective, and behavioral levels, and several learning mechanisms which seem particularly signifi-

cant in the context of international service-learning programs were identified, such as the experience of dealing with ethical dilemmas and cultural paradoxes. While many of the learning gains observed here are in the areas of global leadership and ethical-responsible mind-set, two other outcome categories relevant to responsible global leadership that emerged from the content analysis are community building and self-development skills. The latter include aspects such as enhanced self-awareness, desire for deeper purpose in life, and changed attitudes about work-life balance.

Results of Postprogram Evaluation Survey

To evaluate the longer term impact of the Ulysses Program, participants completed a survey questionnaire approximately 2 years after their return from the field assignments. Of the 70 survey questionnaires mailed, 47 were returned, for a response rate of 67%. The average time between the end of the field assignment and completion of the postprogram questionnaire by participants was 22 months.

The questionnaire assessed several key dimensions of responsible global leadership. Since both research on global leadership (see Osland et al., 2006 for a review) and responsible or ethical leadership (see Brown & Treviño, 2006; Maak & Pless, 2008, for reviews) were in their infancy at the time when the questionnaire was developed (2003), the questionnaire development was not based on an extensive body of empirical research that identifies effectiveness in responsible global leadership. Interviews were conducted with alumni of the 2001 and 2003 Ulysses cohorts to gain insights into participants' learning experiences and gains during their field assignments. From the interviews and an analysis of the literatures on global leadership and responsible-ethical leadership emerged five competency areas relevant to responsible global leadership: self-reflection, nonjudgmentalness, local sensitivity, emotional awareness, moral reflection. As a next step, items were designed measuring the five competency areas based on the results of the literature review, the interviews, and, where available, existing measures such as The Global Leadership Life Inventory (Kets de Vries, Vrignaud, & Florent-Treacy, 2004). Items were reviewed by academic and practitioner experts for face validity and clarity and were pretested on a small sample of 10 Ulysses alumni to eliminate redundant questions and clarify wordings.

The 20-item questionnaire captures five broad competency areas critical to responsible global leadership:

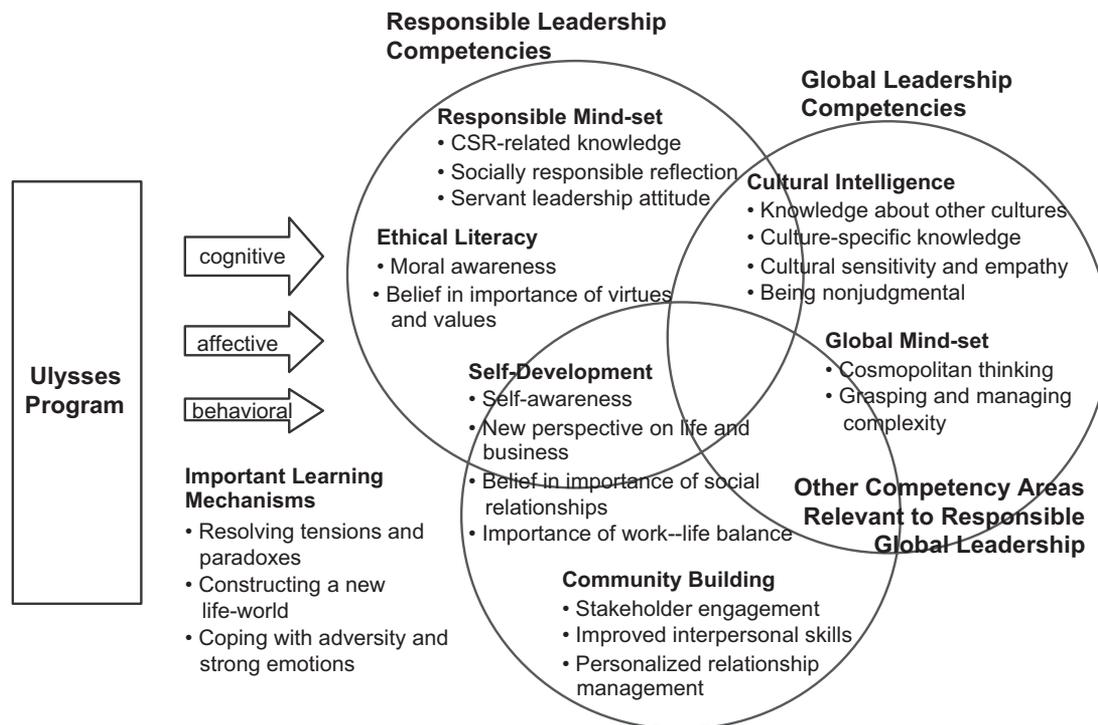


FIGURE 2
Synthesis of Key Findings of Content Analysis of Learning Narratives

- *Moral Reflection*. We measured this variable with a three-item 7-point Likert scale, where 1 = *strongly disagree* and 7 = *strongly agree*. A sample item is "My experience made me aware of differences in values and norms and triggered reflection about what is right and what is wrong." Cronbach's alpha was $\alpha = .84$.
- *Nonjudgmentalness*. We measured this variable with a three-item 7-point Likert scale. A sample item is "I learned that it is important not to judge people too early and to jump to conclusions." Cronbach's alpha for this scale was $\alpha = .74$.
- *Local Sensitivity*. We measured this variable with a six-item 7-point Likert scale. A sample item is "I learned that it is important to have a respectful approach with regard to local people." Cronbach's alpha was $\alpha = .80$.
- *Emotional Awareness*. We measured this variable with a five-item 7-point Likert scale. A sample item is "I tried to make sense of my emotions and experiences by connecting them back to/comparing them with my own life-world at home." Cronbach's alpha was $\alpha = .90$.
- *Self-Reflection*. We measured this variable with a three-item 7-point Likert scale. A sample item is "This experience fostered feelings of humbleness." Cronbach's alpha was $\alpha = .81$.

A factor analysis conducted to assess the convergent and discriminant validity of the multi-item measurement scales supported a 4-factor struc-

ture.¹ Items of the Emotional Awareness scale had high cross-loadings with items measuring Self-Reflection; therefore the items were collapsed into a new variable termed Self-Awareness.

The results of the postprogram survey questionnaire suggest that significant learning took place as a result of the program, particularly in the area of cultural intelligence and intercultural competence development (e.g., Earley & Ang, 2003; Thomas, Elron, Stahl et al., 2008). Participants' responses indicate that the program helped them to become more tolerant of and open to different cultural norms and perspectives, and less judgmental (Nonjudgmentalness, $M = 6.19$, $n = 47$), as well as more sensitive to local needs and conditions, and better able to reconcile global and local imperatives (Local Sensitivity, $M = 6.23$, $n = 47$). Significant learning gains were also found in the areas of Moral Reflection ($M = 5.57$, $n = 47$) and Self-Awareness ($M = 5.82$, $n = 47$). For instance, a consistent theme that emerged from the survey was that the experiences while on assignment triggered deeper reflection processes and greater awareness of self and the role of leaders as global citizens.

¹ The detailed results of the factor analysis can be obtained from the authors.

DISCUSSION AND IMPLICATIONS

Since managers are neither born nor, for the most part, educated to cope with the wider social, political, ecological, and ethical challenges facing business leaders in the global arena, a growing number of companies are exploring new vistas in management education and trying to find new ways to prepare their current and future executives for the demands of leading responsibly in a global stakeholder environment (e.g., Cameron & Caza, 2005; Kashyap, Mir, & Iyer, 2006; Samuelson, 2006; Spreitzer, 2006). International service-learning assignments, in particular, have been viewed as a powerful experience in shaping the perspectives and capabilities of effective global leaders and sensitizing them to the wider social and ethical issues facing companies in an increasingly complex and interconnected world (Colvin, 2009; Mirvis, 2008).

Despite the crucial role that international service-learning assignments can play in the leadership development process, the field lacks conceptual models and empirical research on how individuals learn to become responsible leaders based on their experiences while abroad, and on what kind of competencies are developed through such assignments. Here, we evaluated PwC's Ulysses program to get answers to both the "what" and the "how" questions in developing responsible global leaders. A content analysis of learning narratives produced by Ulysses participants upon completion of their field assignments explored the nature of their learning experiences and the competencies developed through the program, looking at individual-level learning gains and the processes through which learning occurred while on assignment. The results of a survey questionnaire that participants completed approximately 2 years after return from their service-learning assignments provided some evidence for the longer term effectiveness of the Ulysses program in developing and enhancing capabilities that are critical for responsible global leadership.

What Can Be Learned in International Service-Learning Programs such as Ulysses?

We found evidence of learning in six broad areas relevant to responsible global leadership. The majority of participants exhibited learning gains in the areas of responsible mind-set, ethical literacy, cultural intelligence, global mind-set, self-development, and community building. These findings are largely consistent with the service-learning literature, which stresses the potential of service-

learning assignments for moral development, raising awareness for social issues, encouraging civic and social responsibility, and developing a greater tolerance for diversity and enhancing relational abilities (e.g., Boss, 1994; Eyer & Giles, 1999; Godfrey, Illes, & Berry, 2005; Lester, Tomkovick, Wells, Flunker, & Kickul, 2005; Markus et al., 1993; Rhoads, 1997). This suggests that service-learning programs such as Ulysses may be an effective means of fostering reflection on the roles and responsibilities of business leaders and promoting active citizenship.

The overarching goal of Ulysses is to develop leaders who are capable of assuming senior leadership roles in the global arena. It has been argued that the challenges facing global leaders differ significantly from those faced in a domestic context, and that the transition from domestic to global represents a "quantum leap" for managers (Bird & Osland, 2004: 61), requiring new approaches to leadership development and training (Beechler & Javidan, 2007; Mendenhall & Stahl, 2000). Our findings here suggest that international service-learning programs that involve cultural immersion at a relatively deep level through daily interaction and collaboration with local stakeholders can help managers to make this transition. Experiencing the heightened ambiguity, challenging ethical dilemmas, and cultural paradoxes associated with working in a developing country can trigger a transformational experience and produce new mental models in managers—new worldviews, mind-sets, and perspectives (McCall & Hollenbeck, 2002; Mendenhall, 2008; Levy et al., 2007). A substantial portion of Ulysses participants reported that the program helped them to broaden their horizons, learn more about themselves, adapt to a new culture, learn how to perceive the world through the eyes of people who are different, and work effectively with a diverse range of stakeholders—qualities which are essential for leading responsibly in a global and interconnected world.

Challenges as Catalysts for Learning and Development

Leadership development scholars and educators have argued that for an assignment to be developmental, it needs to be challenging and force people out of their comfort zones (Conger & Benjamin, 1999; McCall, 1998; Van Velsor et al., 1998). The field assignments in the Ulysses program meet many of the characteristics of a challenging experience as defined by McCall (1998: 64): They are highly unstructured, complex in scope and scale, and involve a high degree of uncertainty in terms of so-

lutions and success factors. Ulysses participants are challenged at various levels: They work in developing countries and experience challenges that usually come with international assignments (e.g., adapting to a different culture and experiencing culture shock). They work in multinational teams and have to deal with diversity in terms of nationality, gender, religion, and differences in working styles. They work with project partners from different sectors (e.g., nonprofit) who often have different values, relationship styles, and sometimes also have different goals, interests, and agendas. Yet perhaps the most challenging experience is to be confronted with the fundamentally different realities of human existence at the local level, which are shaped by some of the world's most pressing problems, such as poverty, hunger, HIV/AIDS and malaria, lack of clean water and sanitation. Faced with human hardship, these experiences often involve a high degree of emotional distress. Participants have to digest these experiences and cope with feelings of helplessness and sometimes even guilt and anger. The content analysis of narratives produced by Ulysses participants yielded numerous instances where exposure to emotionally demanding and sometimes disturbing experiences resulted in significant learning gains and helped participants build emotional resilience to deal with situations that are outside their comfort zones.

In addition to identifying learning principles which are well established in the management development literature, such as exposure to challenging situations (e.g., Conger & Benjamin, 1999; McCall, 1998; Van Velsor et al., 1998), we observed a number of learning processes that seem more specific to international service-learning programs like Ulysses. These include the process of constructing a new life-world in response to the experiences encountered while on assignment; the arousal of strong emotions which initiate subsequent learning and sense-making processes; and the experience of dealing with ambiguity and paradoxes. For example, a substantial portion of Ulysses participants reported that they were confronted with cultural or ethical paradoxes—situations that exhibited a contradictory nature and left them disoriented, confused, or even shocked. We found that the process of deciphering these paradoxes can result in significant learning gains even in instances where participants are unable to resolve the underlying conflict, because the experience of being confronted with contradictions and dilemmas may increase participants' awareness of the cultural complexities inherent in living and working in a foreign country in general and in a

developing country in particular. It may also alert them to the danger of resorting to overly simplistic solutions and explanations in cross-cultural contexts. As a result, participants develop a more complex understanding of the local realities, greater tolerance for ambiguity, and the ability to suspend judgment in the face of contradictory information. Participants often noted that these experiences taught them humbleness and helped them recognize that they may never fully understand the cultural nuances of their countries of assignment. This is a valuable insight for those engaged in cross-cultural interactions because it helps them to be on guard against overconfidence and the urge to jump to premature conclusions. As Osland and Bird (2000: 65) noted, "the more exposure and understanding one gains about any culture, the more paradoxical it often becomes."

Limitations of the Program and Lessons Learned for Similar Programs

Our findings here have a number of practical implications and can help organizations to leverage the potential of international service-learning programs for developing responsible global leaders. Although there is some evidence to suggest that personal characteristics such as moral reasoning, self-awareness, a sense of justice, and so forth develop quite early in life (e.g., Knowles & McLean, 1992), this study suggests that it may be possible to develop in managers some of the competencies and the mind-set required for responsible global leadership. Multinational corporations, business schools, and training providers may thus benefit from incorporating international service-learning projects into their curricula and training programs.

It is important to note some of the limitations of the Ulysses program and to discuss the lessons learned for the design and implementation of similar programs. Despite evidence that the Ulysses experience can help managers develop key competencies required for responsible global leadership, the program does not fully meet the requirements for high-impact executive development processes. According to Strebel and Keys (2005: 7), one characteristic of highly effective training and development programs is "3-dimensional learning"; that is, management educators must design and build into their programs learning experiences that support the intellectual, emotional, and behavioral dimensions of learning. The results of the content analysis suggest that in the Ulysses program, only about half of participants exhibited signif-

icant learning gains at all three levels (i.e., cognitive, affective, behavioral); in 40% of the cases, we found no evidence of skill development and changes in behavior. This finding may be due to the methodology employed in this study (i.e., analysis of learning narratives), which made it easier to detect changes at the cognitive and affective levels, but it may also be due to shortcomings in the program design, such as an over-emphasis on activities that enhance emotional and self-awareness at the expense of activities that involve skill building and behavioral change.

Another limitation of the program is that the real-life challenges facing global leaders are considerably more complex than those provided in the Ulysses program in terms of the range of diversity encountered, the number of stakeholders to consider when making decisions, and the degree of ambiguity surrounding decisions (Bird & Osland, 2004; McCall & Hollenbeck, 2002; Lane et al., 2004). Part of this greater complexity is due to the need of executives to balance global integration with local responsiveness pressures with respect to responsible leadership; for example, executives of global corporations must ensure global consistency in managerial decision making while at the same time being sensitive to local cultural norms and conditions (Donaldson & Dunfee, 1999; Husted & Allen, 2006). This complexity is only partly reflected in the Ulysses program, which emphasizes the need for sensitivity to local conditions and concerns (i.e., the welfare of local communities) over global integration needs. It is thus unclear how well the Ulysses program models the real-life challenges facing global executives.

Limitations of This Study and Implications for Research

This study provided some useful insights into the learning gains and processes associated with international service-learning programs such as PwC's Ulysses program. However, there are several possible limitations that need to be discussed, as well as avenues for future investigations.

First, this is a case study of one leadership development program implemented in one professional services firm, with a relatively small sample of executives. To better understand the limits of the generalizability of the findings, this study should be replicated using a larger sample of individuals and organizations, and evaluating service-learning programs using different pedagogical approaches. Here, both the nature of the sample (partners of a large professional services

firm) and features of the program (e.g., the fact that participants worked for 2 months in a developing country) likely affected the results, particularly the learning outcomes identified.

A key finding is that service-learning programs such as Ulysses may affect knowledge creation and skill development through a variety of processes, which include exposure to adverse situations, forcing participants out of their comfort zones, confronting them with cultural and ethical paradoxes, and motivating them to change their perspectives on life and business. Also, we found that emotions such as compassion, empathy, and even guilt may play an important role in the learning process, as they can trigger deeper reflection and mobilize participants to engage with people in the local communities. Whether all these experiences are necessary to provide a powerful learning environment is an open question, as is the optimal duration of field assignments. Future studies should explore whether it is possible to provide similar powerful learning experiences in shorter periods of time and without sending participants abroad. Mendenhall and Stahl (2000) advocate the use of field experiences (e.g., looking after homeless people, working with juvenile delinquents, living with immigrants seeking asylum) to expose employees to subcultures within their own country during short, compressed time periods to provide significant cultural immersion experiences. More research is needed on the effectiveness of different approaches for delivering service-learning programs, on their relative cost-effectiveness and their suitability for different groups of employees.

CONCLUSION

This study explored how international service-learning programs such as PwC's "Project Ulysses" can help managers to develop competencies critical for responsible global leadership. The findings suggest that experiences of the kind provided in the Ulysses program may open up a learning space that can foster reflection on the roles and responsibilities of business leaders as global citizens and promote active citizenship inside and outside the organization. If responsibility is "at the heart of what effective leadership is all about," as Waldman and Galvin (2008: 327) assert, then companies would be well-advised to utilize methodologies such as service learning to prepare their current and future leaders for coping with the leadership challenges faced in an increasingly complex, global, and interconnected world.

APPENDIX A
Overview of Projects, Assignment Locations, and Team Composition

Country of Assignment	Origin & Gender of Participants	Partner Organization	Project Focus
Projects in Africa (Central & Southern)			
Team A			
Namibia	Central America, male North America, male Western Europe, male	Nongovernmental network organization (NGO) Amicaall	Reducing social & economic impact of HIV/AIDS on communities in Africa. Main focus was development of flexible, participatory, simple project management system for the nongovernmental network organization.
Team B			
Kenya	North America, male South-East Asia, male Southern Europe, male Southern Europe, male	Nongovernmental network organization (NGO) Amicaall	Reducing social & economic impact of HIV/AIDS on communities in Africa. Team assignment focus: strengthen municipal management and information systems related to HIV/AIDS among actors in two municipalities; develop, review, assess, provide guidance on their evaluation and monitoring systems.
Team C			
Zambia	Pacific Rim, female Eastern Europe, male Western Europe, male South-East Asia, male	Youth training center for agro-processing (NGO) funded by international organization	Sustainable agriculture production. Team focus: ensuring long-term sustainability of training center; review center's income generation activities and sustainability. Working with center staff to assess and implement financial management systems to ensure transparency and accountability of center, expected to contribute to the increase of donor contributions.
Team D			
Madagascar	Eastern Europe, male North America, male South-East Asia, male Western Europe, male	Supranational organization UNDP	Growing sustainable business. Team worked with international organization on rural electrification project as part of sustainable business development initiative. Mission to perform socioeconomic study in a district of the country intended to guide the selection of projects best suitable for poverty reduction.
Team E			
Cameroon	North America, male Western Europe, male South-East Asia, male	Nongovernmental network organization (NGO) Amicaall	Reducing the social & economic impact of HIV/AIDS on communities in Africa. Focus: to assist NGO to develop project management toolkit to help the sustainable development of municipal teams; build capacity within organization. Team worked on development of guide for the municipalities and municipal HIV/AIDS teams for preparation, monitoring, and evaluation of municipal HIV/AIDS plans.
Team F			
Eritrea	South Asia, male Southern Europe, male	Supranational organization UNDP	Crisis prevention & recovery: Landmine action. Team deployed to support national authorities and mine action institutions in launching strategic response to findings of national landmine impact surveys. Team supported development of impact-based strategic plan; helped national authorities strengthen capacity for strategic planning in mine action sector.
Team G			
Ghana	Central America, male Western Europe, male Pacific Rim, male	NGO in the health care sector BasicNeeds	Mental health and development. Team worked with organization dedicated to alleviating suffering of people with mental illnesses. Team was asked to act as facilitator. Internal discussions focused on strategy of organization; external discussions brought together stakeholders such as donors and government to discuss implications of new legislation on community mental health plan.

(appendix continues)

APPENDIX A
Continued

Country of Assignment	Origin & Gender of Participants	Partner Organization	Project Focus
Team H Uganda	Pacific Rim, female Northern Europe, male Western Europe, male	Nongovernmental network organization (NGO) Amicaall	Reducing the social & economic impact of HIV/AIDS on communities in Africa. Mission to develop evaluation and assessment mechanism for HIV/AIDS projects working together with local municipalities to strengthen response to HIV/AIDS.
Team I Madagascar	South-East Asia, female North America, male Western Europe, male	Social enterprise Bushproof	Access to clean drinking water. Ulysses team worked with social enterprise dedicated to reducing poverty; helping poor get access to safe drinking water; helped organization professionalize management processes; improve business plan; develop strategies for revenue generation.
Team K South Africa	North America, female East Asia, male	NGO BroadReach Healthcare	HIV/AIDS healthcare. To create toolkit to distribute to local churches, NGOs, government. Purpose is to enable constituencies to implement programs with consistent level of quality of support for patients on antiretroviral treatments.
Projects in Asia			
Team L East Timor	Eastern Europe, female Western Europe, male Central America, male	Supranational organization UNDP	Recovery, employment, and stability. Mid-term review of activity of RESPECT program To enhance project impact, overall success of, program. Developed comprehensive monitoring, evaluation strategy for implementation to ensure greater transparency and accountability by all stakeholders.
Team M Cambodia	Pacific Rim, female North America, female Northern Europe, female	Social enterprise Hagar International	Vulnerable women & children. Ulysses team in Cambodia provided professional, commercial support for Hagar's board and management; conducted comprehensive review of Hagar Design Ltd. Assessment of current operations; review of strategic options; development of strategic plan.
Team N China	Northern Europe, female Pacific Rim, male North America, male	NGO Save the Children	Child protection. Team reviewed efficiency and effectiveness of current activities in livelihoods component of Fuyang Community-based Model for Children affected by HIV/AIDS; made recommendations about future development; conducted in-depth analysis of two Save the Children's NGO partners to determine sustainability of their business models, possibility for replication of their work.
Team O India	North America, male Southern Europe, male Southern Africa, male	Social enterprise Aravind	Eye care. Aravind Eye Care is world's largest provider of eye care services, performing 250,000 surgeries per year. Long-term aim is to perform one million surgeries per annum by 2015. PwC asked to design strategic road map to form partnerships with other eye care organizations in needy regions of India. Created marketing strategies for identifying partners; development of monitoring processes to evaluate new operations.
Team P India	Western Europe, female North America, male Central America, male	NGO Gram Vikas	Rural development in India. Team developed strategic business plan to enable NGO to reach out, empower hundreds of thousands of impoverished individuals by applying strategic networking concepts.
Team Q India	Northern America, female Northern Europe, male Southern Europe, male	NGO World Links	Education and information technology. Team served as core facilitator of strategic planning process. Designed structure, framework for World Link India's 3-year regional strategic plan based on discussion with stakeholders.

(appendix continues)

APPENDIX A
Continued

Country of Assignment	Origin & Gender of Participants	Partner Organization	Project Focus
Projects in Central & South America			
Team R			
Belize	South-East Asia, female North America, male Northern Europe, male Western Europe, male	NGO Fauna and Flora International (FFI)	Eco-tourism. Assignment aimed to produce professional evaluation of growth, income-generation potential of eco-tourism sector. Produced professional evaluation of full scope, implications, and marketing linkages of eco-tourism in Toledo.
Team S			
Ecuador	Western Europe, female East Asia, male North America, male	Supranational organization UNDP	Local economic development. Objective to design feasible approach with regard to the best microfinance credit-lending model for SMEs in region (analyzing current environment, deciding best model).
Team T			
Paraguay	South-East Asia, female East Asia, male Western Europe, male	Foundation Fundacion Paraguaya	Rural development/Social innovation: Paraguay. Fundacion Paraguaya (FP) promotes entrepreneurship in three ways: microfinance program; economic education program for children; agricultural high school. Analyzed, evaluated current program model of FP for future implementation of agricultural high schools in different countries. Suggestions on staffing, organizational structure, design of replication model.
Team U			
Paraguay	North America, female South Asia, male Southern Europe, male	Foundation Fundacion Paraguaya	Rural development. Building on work undertaken by Ulysses team T, PwC asked to develop medium-term strategy, business plan that allows organization to grow in sustainable way.
Team V			
Peru	North America, female Southern Europe, male Central Africa, male	NGO Ciudad Saludable	Local economic development through SME promotion and waste management. Ciudad Saludable aims to spread micro-enterprise model of community-based, self-sustaining organizations that collect waste, recycle all possible materials. Assignment included analysis, evaluation of the NGOs program model; implementation in different locations; design of replication model.
Team W			
Peru	Western Europe, female Pacific Rim, male	NGO Ciudad Saludable	Local economic development through SME promotion and waste management. Create local, international business plans for organization; make recommendations for strategy; development, marketing, fund-raising policy. Arranged community clean-up day.
Projects in Central & Eastern Europe			
Team X			
Moldova	Northern Europe, male Asia, male Middle East, male	Supranational Organization UNDP	Local governance. Created integrity matrix for prior, on-going assistance in areas of good governance, anticorruption, development planning, and poverty reduction.

APPENDIX B

Learning Narratives Illustrating Individual-Level Learning Outcomes

Outcome Category ^a	Sample Narrative
A Responsible mind-set (Categories: <u>A1</u> , <u>A2</u> , B1, D1)	<p>I don't think I knew what sustainability was before I went. Simply. You can read about it. But I don't think I really had an understanding of what it really meant, until I went. . . . I can see the environmental perspective but . . . I have a much broader sense of what sustainability means. Of what it really means and if what we are trying to get to is the heart of sustained existence, then it's very broad. The immediate battle for existence of so many people is clearly part of it. . . . There are so many people whose lives either depend on the fire they have on the following morning or they may not have so they go and look for it . . . or whether or not they get bit by a mosquito during the course of the night and I was amazed in hearing when I was out there that two million people die every year of malaria in Africa alone. You know, that's about four thousand a week. Which is two 9/11 every single week. . . . it put sustainability into a different perspective. . . . But the inability of so many societies to progress is going to impact those that currently do consider themselves developed and I don't think that's really been discussed. I think most of the debate on sustainability is really focused on environmental sustainability and the need for us to address global warming and so on, which is absolutely right, we do. . . . [But] there's still others that we need to focus on and I think that's part of the same debate. [Reflecting on sustainability, Uganda, Interview 2004-15]</p>
B Ethical literacy (Categories: A1, <u>B1</u> , D1)	<p>But a trigger for me that really caused and affected me was visiting an old lady—hot, late in the evening and I couldn't speak to her, because she couldn't speak any English. But she pulled me into her house and literally it was just sticks that have been kind of patched together with some mud, but it was full of holes and it was earth on the floor. But she wanted to show me her hut, because she was so proud of this little room that was hers. And the translator came in with me and she pointed . . . to a little hole in the door, at the bottom at the floor level. And I said: "What is she showing me? I don't understand." And he, the translator explained, that it is a little door she built for her chickens to be able to go in and out on days when she was too old to go out of the hut. And to her that was an amazing thing that she had done. And we left the village, and there was no running water, no electricity, no sanitation in the village. And by the time it was almost pitch black. And you could just see the old lady in the pitch black somewhere waving at you. And we drove five minutes to our hotel, and I walked into my room, and turned all these lights on, and turned the shower on, and it was almost like getting an electric shock from the light switch. It was just, this is too bright. This is too much light, too much water. People five minutes up the road are in pitch darkness. What do they do? They go to bed now. That's it at the end of the day. So that really had a profound affect on me, in terms of just really [understanding] the huge disparities between my life and their life, between the Western world and their world. [Encounter with old lady, Uganda, Interview 2004-13]</p>
C Cultural intelligence (Categories: <u>C2</u> , <u>C3</u> , <u>C4</u> , D1)	<p>It was a political body who had donated toilets to the village. . . . The shantytowns are part of the village that is required to dig some holes in the ground for these toilets to be erected. Holes of probably three feet by three feet or about two yards by two yards. And the toilets were sitting in the council compound because the community had refused to dig the holes. So that's what we heard in the meetings. And you say: "Well how hard is it to dig a hole in the ground when you have probably 60% of unemployment in the village? Why can't you encourage somebody to dig some hole, because that does improve the lifestyle of lots of people who live in that community?" The thing I learned . . . after when we were into the second village visit . . . was something that you get told when you are very young and when you cross the street: it was the <i>stop-look-listen</i> routine. And I remember telling my team mates that if there is one thing that has been changing in me from the first to the second to the third week, it's I am realizing: I am stopping more, I am looking more, and I am listening more. And this was the one place I had to constantly do it, I really constantly stopped, looked, listened as to what was going on in this community. It was probably a day or two after that initial meeting, when we met some of the people in the community that should have dug the holes to put these toilets in. And I remember asking the question: "Why did you not dig the holes for these toilets? You have to explain this to me, because I am really struggling with why you don't do this for your community." And the individual we were speaking to said: "You know there are some good reasons we didn't dig the holes. One of them is that they were in an area where many of the unemployed children go and play in, and they use it as a sports area. And they wanted us to dig holes right in the middle of that area. And we said no, not there, somewhere else, but the council wanted them there." The second thing he said was that putting the toilets in place is going to bring more people into the village, who believe they are going to improve their habit of living—and it's going to be actually worse. So, now you start to hear a different side, a different story. And not one that you'd ever turned your mind to, when you were hearing the first story, a day and a half ago. So that was part of the <i>stop-look-listen</i> and <i>don't prejudge</i> routine because you don't really know all the facts. [Toilet project, Namibia, Interview 2003-8]</p>

(appendix continues)

APPENDIX B Continued

Outcome Category ^a	Sample Narrative
D Global mind-set (Categories: <u>A2</u> , <u>B1</u> , <u>D1</u> , <u>D2</u>)	<p>There is no doubt that I have a better understanding of the problems that Africa is facing . . . But my key learning is a better understanding of the interdependencies of the world. And that what happens in Uganda, what happens in Africa impacts us. And things you start seeing elsewhere in the world begin to make more sense. There will be another Afghanistan if we don't start taking the poverty and the hardship people face more seriously. I am absolutely sure about that. . . . the fact that Uganda and other countries are not living up to the potential that they have—and they have an amazing potential—impacts upon the rest of the world. Whether it is in immigration from these countries, lack of markets—you know there are 900 million people living in Africa—and yet they are not consumers so to speak. . . . And we in the West are concerned about unemployment and so on. We are unemployed because we are really only selling what we produce to a third of the world's population. Because the other two thirds are still crippling with how to feed the families. And through addressing those issues I think the interdependent nature of the world is that we won't solve the problems that we have. I think that became clearer to me as I saw how little people have and how little people consume. And so, that I think is the business learning. And we need to wake up to that fact. I think there will always be unemployment and underutilization of capacity in the so-called developed world. Because we only really trade with the developed world in terms of what we produce. And that was an interesting sort of condition of learning that I didn't expect to have. . . . There really is a developed world that we live in and a developing world that I just spent two months in. And I actually think that the problems of one are related to the other. And we can only fix both together. [Reflecting on interdependencies of the world, Uganda, Interview 2004-15]</p>
E Self-development (Categories: <u>E1</u> , <u>E2</u> , <u>F2</u>)	<p>I spent two months in Uganda, and it had a major impact on me . . . So we were fortunate working with an NGO consisting of local people . . . their pride, their [de]termination, their conviction in helping people who are infected or affected by HIV/AIDS . . . was an inspiration to us. And I think they were very happy with the output of our work . . . We really spent the first three or four weeks just listening and then trying to examine possible solutions. And had we tried to accelerate or impose a solution, then it would not have been sustainable. The key objective of all of this was to insure that whatever we left was sustainable . . . And it took a lot of learning and listening and understanding to really get a firm handle of really what the issue is. In this case the coordination of activities in the HIV/Aids area . . . So we really just listened. And I found, since I've returned, that I am listening much better and having much more focused conversations and I seem to have a peace as a result of this . . . Things that I got concerned about before don't seem important now. And that's giving me a focus in my life, . . . in terms of understanding of where my heart is, what's important to me, where I want to go in my life. You know these are big questions. But I got some answers to those. [Working with AIDS infected people, Uganda, Interview 2004-15]</p>
F Community building (Categories: <u>F1</u> , <u>F3</u>)	<p>We learnt a big lesson. In an engagement like this [the partner organization] is not obliged to provide you with data and information the way a client is supposed to do. Therefore, these organizations don't share your perception. If you tell them, this [getting land mines cleared] is very serious for us, in their minds they believe, "OK fine you guys have come here for eight weeks, you can spend your time and get lost." How do you make them share your perception? How do you enlist the cooperation of people who are not obliged to cooperate with you, who are not obliged to serve your cause? What we did was, we realized that if we were to go on a purely professional basis, these guys are not going to respond. And we said the only way out is to bond with them. . . . So we started developing a relationship with them. About a week down the line, my colleague came up with a brilliant idea. He said "We'll take all these guys out for a dinner . . . and bond with them right away." You'd be surprised, there were some 13 or 15 people for that dinner, all key people. They were from the United Nations, from EDA, which is the Eritrea De-mining Authority Office . . . We said "We're the host—we are going to host the dinner." And the bonding at that meeting was tremendous. You'd be surprised, the people who were indifferent to what we were doing, they got close to us. Only by inviting them for a dinner. And what we did was to follow up, reinforce and tell them: "Man, we had a wonderful time yesterday, now let's get started." So it was on a personal level first and then at the professional level. Now, this sparked off a chain reaction. Since we invited them and spent quite a bit of money, each one of them started inviting us in turn. So every week, we used to have a barbeque at somebody's place, go and spend the entire evening with them. And then the bonding became extremely strong. We became one team . . . That is the key learning. Unless you build a personal relationship with people who are not obliged to support you, you can never enlist the support of those guys. [Getting support from indifferent project partner, Eritrea, Interview 2004-4]</p>

^a The codes used in the content analysis of learning narratives are presented in parantheses (main categories are underlined).

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