



# *Leadership and Global Competencies in a Virtual Context*

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# The Outline

- ✦ The Abstract & RQ
- ✦ Strategic issues
- ✦ An example from CSI/CUNY & KHU
- ✦ Lessons drawn
- ✦ Questions & Comments

# The abstract

*With globalization, digital technology is acting as a catalyzing medium that opens up increasing opportunities for all with access to multimedia information and communication technologies. Such technology also offers potential to increase access to education, and to intercultural experience that develops global competencies and supports students to get ready to become “global citizens”. McLuhan has coined the term ‘global village’ and highlighted the ways in which the medium and the message act in a synergic way.*

*With the significant role played by communication technologies in education and training, it is now critical to improve the training of the trainers to include intercultural perspectives and to develop interculturally aware and sensitive practices in teaching.*

# Research Questions

*What are the key global competencies that are necessary for cross-cultural learning and how do we develop our intercultural competence based on experiential learning for today's 'global village'? Can experiencing "other culture" by being exposed to various perspectives through formation of work teams or pairs with diverse backgrounds in a virtual classroom develop such awareness are the major research questions*

*Kadir Has University undertook a challenging project with the initiative of College of Staten Island and became the international partner of a distant learning course through video conference in 2004. Nowadays, American College of Thessalonica from Greece has joined our discussion board of our joint virtual learning project. Discussing critical success factors about learning at a distance and summarizing lessons learned from the use of technology that enhances information sharing and learning some of the global competencies that are at the crux of cross-cultural competence. are the main objectives of this paper.*

# Strategic Impact of the Digital Technology

Individuals	Communicate Learn Play
Businesses	Communicate Buy and sell Deliver services
Governments	Communicate Deliver public services



# Strategic Issues to Address

- ✦ Competencies
- ✦ Climate & Culture
- ✦ Privacy/ Security

# Competencies

- ✦ **Human Capital - Are the right people with the right skills available in sufficient numbers to support and build a knowledge society?**
- ♣ **Skills, competencies (global)**
- ♣ **Culture of creativity, trust, information sharing within the society**
- ♣ **Learner-centered training & education**

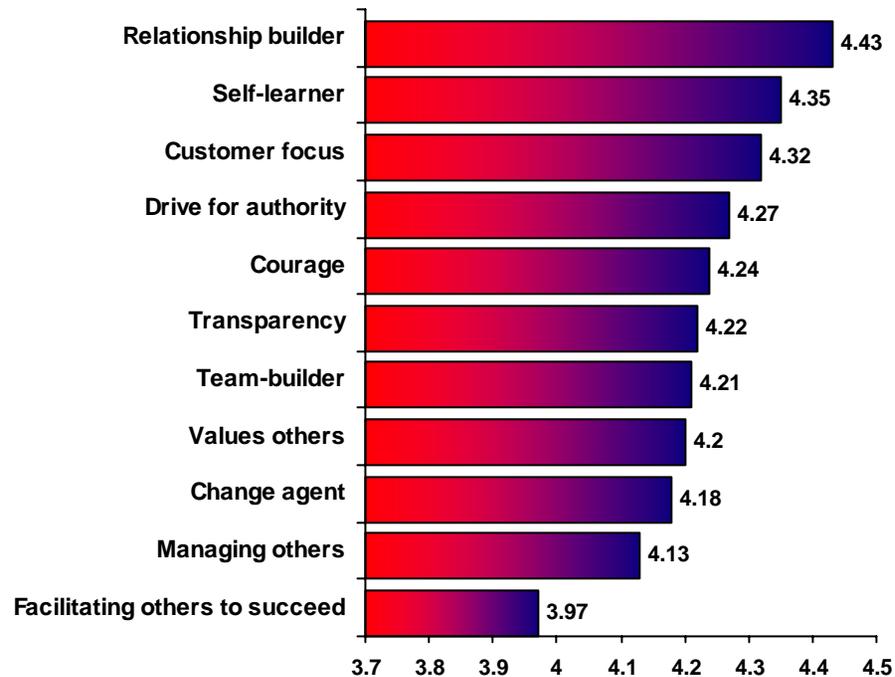
Youth = Internet & Future



# Attitudes as prerequisites:

- Openness (to intercultural learning and to people from other cultures, withholding judgment)
- Curiosity and discovery (tolerating ambiguity and uncertainty)
  
- Thus, starting with attitudes and developing competencies of knowledge & learning skills & abilities

# Priority in Practice with respect to Global Competencies



Yamazaki and Kayes (2004), the main cross-cultural learning competency clusters are found to be positively related to Kolb's corresponding dimensions of experiential learning such as interpersonal, information, analytical and action learning skill sets.

# Ideal Competencies (as values)



# CSI/CUNY students (all honor students with diverse backgrounds)



# KHU students (BA & Communication)



# During a virtual classroom session



## **Feedbacks from CSI/CUNY & KHU Students:**

***“It was such a pleasure being surrounded by intelligent people who are willing to have a free flow of ideas and opinions on any range of topics. It was particularly interesting that half of those people were miles away yet expressed similar viewpoints as ours. It seemed as if we were seeing the workings of globalization firsthand.***

***This experience helped highlight a point that I have learned from years of working with international students: cultural differences don’t make much of a difference if you’re just willing to listen to each other.”***

***“The virtual classroom project is the best educational experience I’ve had so far. Though my partner and I did not have an ideal working relationship, it was still beneficial. My (Turkish) partner and I had interesting conversations regarding the US actions in Iraq, music, literature, globalization, etc. Through our chat sessions, the differences between my partner and I lessened. Our conflict was not based on cultural differences; rather, it was similar to the types of conflicts I experience with classmates here when we work together as a group.”***

## From KHU Students:

NEVIN, ANNA & EWA: We are all Erasmus students from Poland. We came to KHU since we wanted to live abroad and learn another culture. We look forward to both this course and our one semester experience in Istanbul. (As outgoing students from preparing to study abroad, they were culturally prepared and familiar; one of them even was able speak and understand Turkish.)

BERRAK & HAKAN: We are a little worried about the language & technology, still we are excited about the course and meeting with foreign students.

*“In fact we have learned too many things. It was an amazing lecture but, because of the speaker phones we couldn’t hear the presentations very well, if we could it would be much better”*

## e.g., Anti-Americanism in the Turkish Print Media:

“A picture is worth a thousand words”

- ✦ Media attitudes began to alter and negative feeling grew rapidly through 2002 as Washington prepared to invade Iraq.
- ✦ As the war got closer, anti-Americanism snowballed.
- ✦ The pictures were extensively republished in the Turkish print media.



# Perceptions of the American Response

- ✦ On 1st March 2003, growing anti-Americanism amongst the Turkish public resulted in the Turkish Parliament refusing to allow American troops access to Iraq via Southeast Turkey.
- ✦ The invasion of Iraq on 19th March 2003, solidified anti-Americanism in the Turkish media and amongst the Turkish public.

# Valley of the Wolves: “A Turkish Rambo” as an example of the media (manufacturing consent by both TV series & the feature film)



- ✦ A blockbuster film based on the TV drama Kurtlar Vadisi Irak (Valley of the Wolves, Iraq) was screened on 3rd February 2006.
- ✦ It is a high budget production which exploits and incites one-sided anti-Americanism.
- ✦ Hurriyet newspaper was one of the main sponsors of the film.

# Foods for thought...

“Unlike past domestic trends, the current wave of anti-Americanism in Turkey seems to be embraced by all segments of Turkish media.

The war against Iraq has united the entire spectrum of Turkish media in a way that no other single issue has in recent times. It is the main cause of the unprecedented levels of anti-Americanism in the Turkish media today. But, it is directed against American government and recent political standpoint rather than individual Americans.

Turkish people are aware of the fact that there is also an opposition along with a large Muslim population in the US.”

- ✦ Comparative & Critical Q/A Radical movements on the rise / the role of the Media (by films & documentaries)...



## THE SIGNIFICANT ROLE OF UNIVERSITY STUDENTS TOWARD SOCIAL TRANSFORMATION

They are born into a digital world and have access to internet; they use messages like SMS, MMS, messenger; they prefer chatting, e-mailing, blogging rather than having pen pals.

Despite all negative circumstances, they are dynamic, imaginative and are curious, concerned, open and eager to learn and question.

They need not look at the world like some of our public leaders from a 45 or 90 degrees perspective in a black and white way; they can see and perceive the world from a 360 degrees angle to be able to comprehend both the local and global reality.

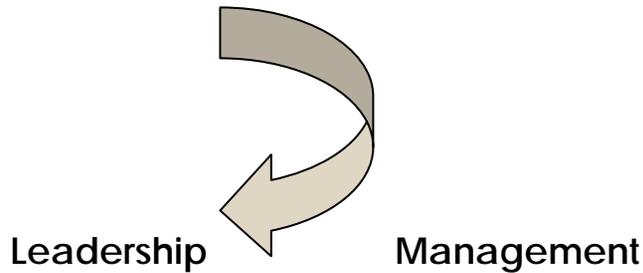
Instead being scared of the youth for their “passionate idealism” or being angry at them for their “learned incompetence” and advising or telling them what to do and what not to; we have to listen to their suggestions and hear their demands to be able to coach, mentor or facilitate them.

By combining experience and knowledge with the passionate and honest concern, problems can be coped and eventually solved as long as we are all transparent, courageous and considerate.

<b>Definition</b>	<b>Needs</b>
Design the course with the student as the primary facilitator of their learning.	Design
Make the course flexible. Use deadlines but use overlapping availability and expiration dates.	Flexibility
Build in regular contact between the student and the instructor. Be prompt with email responses and feedback & discussion or question and answer boards.	Virtual Human Touch/ Contact
Create opportunities for student-student interaction. Use discussion boards, live chats, and group work to promote this.	Student-student interaction (one-to-one, paired & in groups)
Proper funding of needed technology and technical support for online instruction is essential. Monetary Support	Money
Provide a basic online orientation for the online delivery platform.	Orientation
Combine virtual classroom with conventional	Blended learning

# Stages of Implementation

<b>Sequential Steps</b>	<b>Needs Assessed</b>
Plan and prepare	Estimate the time needed & consider time zones to before preparing time schedules.
Funding	Money will be needed for the infrastructure of video-conferencing etc.
Design and training	Prepare course syllabus and train instructors by pilot runs.& negotiate wrt. different needs& demands of the students.
Develop and test	Pilot running a new online course is ideal.
Implementation	One should consider limiting offerings and enrollment for first round.
Evaluation	Evaluating for the purpose of improvement is needed ( both by students and faculty).



**Strategic Learning**

**Perspective**-Identifies and addresses the overall critical needs

**Change Management**

-Generates innovative ideas and applies change best practices to ensure impact of key initiatives.

**Communication and Influence**

-Creates a team environment in which information flows freely and decision-making is based on reciprocal negotiation

**Project and Product**

**Management**-Plan and implements human resource projects, programs, and product development efforts.

**Quality Process**

**Orientation**-Constantly focuses on the continuous improvement of products/services and processes.

**Value Creation**

-Responds to students's needs in a manner that provides added value and generates significant customer satisfaction.



Our in-between model of virtual classroom experience that incorporates human touch and personal interaction and conventional methods with new ones combines two methods to enhance blended learning. It also supports learning global competencies (that are also in cross-cultural competency clusters) such as building relations, valuing other cultures/extracultural openness (Sinangil & Ones), listening and observation, coping with ambiguity and adaptability and flexibility at least helps students attain major interpersonal and adaptive and information gathering skills.



**“A real voyage of discovery consists  
not of seeking new landscapes  
but of seeing through new eyes.”**

**Marcel Proust**

**✦ Be the change that you wish to see in  
the world`**

**Mahatma Gandhi**



Q & A  
*Thank you for your attention...*

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