Building Leaders Abroad: Increasing Educational Leadership Efficacy through Short Term Study Abroad

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Abstract

Supporting efforts to build efficacy in leadership capabilities and capacities is instrumental in the process of leadership development for education and leadership students. Research suggests that those individuals in their fields with a greater sense of efficacy tend to remain longer, with more success. While there has been much research to support the importance of efficacy and the positive benefits of study abroad experiences, this case study examines the self-described changes in participants' perceptions of leadership styles at the completion of a study abroad program. A qualitative case study describes the changing perceptions using composite narrative, in effort to maintain the anonymity of the seven participants. The article reports the findings of seven interviews (six complete and one partial) with students who participated in the trip and corresponding coursework prior. It examines three aspects of leadership: changing perceptions of leadership, altering individual leadership styles, and improving confidence and competence in leadership abilities.

Keywords: Leadership, self-efficacy, education

Construyendo Líderes en el Extranjero: Aumentando la Eficacia del Liderazgo Educativo a través de Estudios a Corto Plazo

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Resumen

Apoyar los esfuerzos para desarrollar la eficacia en las capacidades y capacidades de liderazgo es fundamental en el proceso de desarrollo de liderazgo para los estudiantes de educación y liderazgo. La investigación sugiere que aquellas personas en sus campos con un mayor sentido de eficacia tienden a permanecer más tiempo y con más éxito. Si bien ha habido mucha investigación para respaldar la importancia de la eficacia y los beneficios positivos de las experiencias de estudios en el extranjero, este estudio examina los cambios autodescritos en las percepciones de los participantes sobre los estilos de liderazgo al finalizar un programa de estudios en el extranjero. Un estudio de caso cualitativo describe las percepciones cambiantes utilizando una narrativa compuesta, en un esfuerzo por mantener el anonimato de los siete participantes. El artículo reporta los hallazgos de siete entrevistas con estudiantes que participaron en el viaje y los cursos previos correspondientes. Examina tres aspectos del liderazgo: cambiar las percepciones del liderazgo, alterar los estilos de liderazgo individuales y mejorar la confianza y la competencia en las habilidades de liderazgo.

Palabras clave: liderazgo, autoeficacia, educación

Efficacy in leadership and education is a critical piece to building successful educational leaders. However, understanding the ways in which efficacy develops and influences leadership is still an area of uncertainty. Concurrently, research also supports the notion that study abroad experiences for students have lasting effects, personally and professionally, for participants. For students at a small northeast Texas university, opportunities to study leadership and education and participate in study abroad experiences have the potential to change the trajectories of their lives. Students at the small northeast Texas university who participated in this short-term, faculty-directed study abroad consisted of graduate education students, studying to earn a master's in Curriculum & Instruction and undergraduate leadership students. Most of the undergraduate students were working to earn a bachelor's degree in Applied Arts and Sciences. This program of study aligns well with leadership studies, as many of the students in the program are non-traditional students, working in a career, while desiring to pursue additional education.

This area is the most impoverished region of the state with a total population of 841,245, while Texas has a population of 27,885,195 (Texas Senate, 2020). The median income is lower than other regions, the average education levels lag behind the rest of the state, and healthcare and wellness are below the standard found in most other areas of Texas. Northeast Texas includes the following counties: Bowie, Camp, Cass, Delta, Franklin, Hopkins, Lamar, Morris, Titus, and Upshur. Collectively, the degree attainment rate in this region is 25.4% (Lumina Foundation, 2019). This is 23% below the national degree attainment rate and 18.2% below the state of Texas's attainment rate (Lumina Foundation, 2019). Significantly more work is needed in this region of Texas to match degree attainment levels for the state and nation.

These demographics are important in understanding how study abroad experiences might impact leadership development for students from this area. Student demographics reflect the surrounding communities' largest ethnic groups. Anglo and Hispanic students are the largest groups followed by African Americans. Currently, the degree attainment rate in Texas for the Hispanic population is 21.3% and the highest degree attainment rate according to race and ethnicity is Asian and Pacific Islanders (67.9%) followed by

Anglos (48.9%), American Indians (34.9%), and African Americans (34.6%) (Lumina Foundation, 2019). All these factors together demonstrate the need for education and opportunity to shift the future of the region. An accessible university education presents opportunities for many to improve their standards of living and creates opportunity for educational and professional growth.

This project and article emerged from a collaborative effort of the Texas A&M University System colleges and departments of Education. In the spring of 2016, seven colleges/departments of Education in the A&M system met to develop a plan for a collaborative study abroad program. The summer of 2017 saw the first, short-term, faculty-directed study abroad programs over approximately ten weeks in Clavellinas and San Miguel de Allende. Both researchers attended a two-week summer program in 2017 – one as faculty, and one as a graduate student. In the fall of 2018, the researchers began to plan for a summer 2019 trip to San Miguel de Allende and Clavellinas with education and leadership students. The project seeks to answer the following research questions:

- Did the study abroad experience help students feel more competent and confident in their leadership skills? If so, what experiences helped students build upon their confidence and competence?
- Did engaging in leadership activities within another culture change students' perceptions of leadership after their international study abroad experience?
- Did students' styles of leadership change after their experiences abroad? If so, what experiences helped make this paradigm shift in leadership style?

Review of the Literature

Benefits of Study Abroad

The benefits of study abroad are clearly defined in existing literature – most notably study abroad opportunities tend to be transformational learning experiences. Leaders in education, business, and community are more successful when they have a greater sense of efficacy and a sound understanding of their leadership styles. Coupling these factors, the authors seek to understand the impact and potentially transformational nature of a

short-term, faculty-led, international study abroad experience for education and leadership students.

Student participation in university study abroad experiences provide many learning opportunities and long time benefits to traditional and non-traditional adult learners. Additionally, studying abroad offers instructors the chance to take the classroom on the road, elaborating on academic content with simultaneous real-world exposure (Behnke et al., 2014). With the continued concerns over lack of resources for higher education, study abroad opportunities in higher education institutions may soon disappear. According to Cunningham & Brewer (2010), *"Complexity of higher education institutions and the pressures of intensified competition and limited resources require every college and university to be intentional in its choices and strategic in its behaviours"* (p. VII). Study abroad experiences allow students an experiential component in their areas of study, help them to see the practical side of their education, and give them new insights into their areas of interest and expertise (Cunningham & Brewer, 2010). Through study abroad opportunities, students can re-examine their values, attitudes, and responsibilities for global and local citizenship (Cunningham & Brewer, 2010).

Study abroad experiences offer transformational learning processes and allow students to re-examine their leadership values and philosophies. According to Mezirow (1991), "Transformative learning is the process of becoming critically aware of how and why your assumptions have come to constrain the way we perceive, understand, and feel about the world and is concerned with "changing these structures to make possible a more inclusive, discriminating, and integrative perspective (p. 167).

Mezirow (2000) posited that Transformational Learning occurs as an individual engages in the following 10 phases:

> (1) Experiencing a disorienting dilemma, (2) Undergoing self-examination, (3) Conducting a deep assessment of personal role assumptions and alienation created by new roles, (4) Sharing and analyzing personal discontent and similar experiences with others, (5) Exploring options for new ways of thinking, (6) Building competence and self-confidence in new roles, (7) Planning a course of action, (8) Acquiring knowledge and skills for action, (9) Trying new roles and assessing feedback, and (10) Reintegrating into society with a new perspective (p. 22).

International travel experiences for students provide a transformational learning process as they develop their leadership skills to become leaders at local, state, and federal levels. Study abroad experiences provide students with several learning opportunities with the common goal of increasing cultural sensitivity and awareness (Behnke et al., 2014). Through study abroad experiences, students not only evaluate their leadership values and beliefs, but expand their leadership abilities through a global mindset. New cultural experiences impact the way in which those outside the culture perceive the world, and culture, around them. Students expand their perspectives of life and culture outside of their culture and lived experiences.

Transformational study abroad experiences occur, not based on the length of the trip, but through the specific types of community engagement activities as part of the experience. Hubbard and Rexeisen (2020) report *"community service (volunteering) has a greater positive impact on attitudes toward global & civic issues as well as students' overall self-awareness" (p. 351). Community engagement as a part of a study abroad experiences* offer the opportunity for participants to develop leadership skills as they serve and engage with the community. The impact of volunteering has a substantial impact on the level of engagement in the study abroad experience and is a significant factor in the growth of leadership skills (Rothwell & Charleston 2013). This corresponds with the work of Templeton et. al. (2019) who suggest that study abroad experiences increase soft-skills, confidence, passion for their selected career, and the ability to lead. Further, Templeton et.al. (2019) write study abroad experiences not only provide career benefits in the short-term, as the experience is attractive on a a resume, but provide long-term career benefits as well. Those who participated in study abroad experiences tend to seek out multicultural or international work experiences, though Templeton et al. (2019) note participation in study abroad is the catalyst for employees to seek out these opportunities. The benefits of study abroad directly connect to leadership development of participants in available literature (Moldenhauer et al. 2021; Templeton et al. 2019; Hubbard & Rexeisen 2019).

Leadership Development

Studying abroad provides students opportunities to develop new leadership skills through global learning opportunities when experiencing new cultures.

According to Hermond et al. (2018): The three most frequent words students reported in their study were "students," "culture" and "different". This suggests that many of the participants recognize that leaders must be aware that their students are culturally different from each other (p. 21).

Cotten and Thompson (2017) report global learning led to significantly higher perceptions of leadership development a multicultural competence. Students who participated in first-year seminars, study abroad, and international programs also reported significantly higher development in multicultural competence while students who participated in learning communities, community service, and internships reported significantly higher leadership skills compared to their peers. Cotten and Thompson's (2017) work with student expectations about study abroad recommends that leaders *"consider focusing their attention on designing and implementing programs that maximize the experiential learning opportunities during the program"* and *"provide ample time for social/cultural interaction within the local context"* (Cotten & Thompson, 2017).

Leaders need to be resilient to navigate the challenges facing their organizations (Basso et al., 2015). Resilient leaders' model positive, reflective, and altruistic behaviours to help organizations adapt and respond to continuous change (Jackson & Daly, 2011). There are multiple approaches to help individuals build resilience, which include engaging in physical activity (Haglund et al., 2007), practicing effective communication (Brooks & Goldstein, 2008), promoting high-involvement practices, modelling proactive behaviours, and fostering continuous learning (Kuntz et al., 2017). A short-term study abroad experience in which students have the opportunity to lead and teach in situations which change and require resiliency and flexibility can develop leadership skills through rich experiences.

Self-Efficacy

Self-efficacy is the belief in one's competence and confidence to exert control over their behaviour and environment while they are also able to complete

specific tasks (Bandura 1997). In the fields of education and leadership, research shows that leaders and teacher-leaders who have a greater sense of self-efficacy are more effective in their roles (Pfitzner-Eden, 2016). This connection is further supported with decades of research which demonstrate "a consistent relationship between self-efficacy and work-related performance" (McCormick et.al., 2002, p. 35). Research into self-efficacy further implies that teachers with a greater sense of self-efficacy attempt new pedagogy, set higher standards for their classrooms, and tend to be less afraid of failure of risks taken in the classroom to reach students (Velthuis et. al, 2015, p.218). Bandura (1993) expands on the relationship that exists between self-perception and self-efficacy in job-related performance. Individuals who perceive that their performance level at work is high, also tend to have a high sense of self-efficacy. It is short-sighted to consider only the development of self-efficacy in the cognitive realm. Rather, Bandura (1993) argues, self-efficacy grows in conjunction with cognitive development and human agency (p. 118). Essentially, self-efficacy is not only the cognitive recognition of skills, but it includes the belief in one's capacity to fulfil expected duties and responsibilities well. Research into self-efficacy indicates that the potential for rich, meaningful experiences in a new culture, in which educators and leaders find success in their planned program of study for students creates a scenario ripe for the development of growth in capacity and confidence of leadership.

Method

Research Design

The goal of this study is to enrich the existing discourse surrounding leadership, study abroad, and growth of self-efficacy by reporting participant experiences from a short-term, faculty-directed study abroad trip. The composite narrative design tells the lived experiences of the participants and the impact the trip had on these participants' leadership (Reissman, 2008; Willis 2017 & 2019). Narrative analysis intends to draw out rich experiences from participants, which include their perspectives and reflections on the events they describe (Reissman, 2008).

The use of composite narrative is a conscious choice in this work. The group of participants is small – there were only six students who elected to participate – and it is important to the researchers to maintain their anonymity. As Willis (2019) notes, *"with qualitative methods, researchers use their experience and judgement to make sense of large quantities of data from interviews or ethnographic observation creating stories or narratives based upon a range of individual accounts"* and can then be merged to create a composite narrative, bound together through corresponding ideas and themes to present a cohesive, composite narrative (p. 473). This offers a safeguard to participant anonymity, since much of the data collected reflected personal information which could be credited back to the participants. This stance is supported when additional participant information could allow a participant's identity to be identified (Seiber, 1994; Tolich, 2004).

While the findings were not likely to negatively impact any of the participants, the collective findings present an opportunity to describe the collective narrative which protects the identity of the participants. This also provides an additional layer of support and protection for the participants to share their experiences and growth throughout the study abroad experience and the ways in which it changed their views of leadership upon returning home from the trip. A composite narrative further offers the opportunity for the researcher to build upon observations and fieldnotes to highlight participant growth in the environment.

Participants

The participants included a wide age range from 22 to 64 years old. There were both traditional and non-traditional students, including several participants who had never been on an airplane and never left the United States. The trip was part of an ongoing collaborative among several universities in Texas, a study abroad center in Mexico, and a local municipality in Mexico. This trip occurred during the third year of the collaborative program. The study abroad center directors have reached out to the local government to become supporters of a local public school in a highly impoverished village. Working with the school and community to determine local needs, the study abroad center facilitates bringing the partner universities over a ten-week period in the summer to provide support and enriched

educational opportunities to fulfill community-identified needs. This opportunity allows students on faculty-directed study abroad experiences to implement coursework in an authentic and beneficial setting.

The participants were the second week in the ten-week summer program for the collaborative study abroad. As a group, the universities participating in the summer program had the faculty leading the groups from their respective institutions meet over video conference calls to develop the focus of instruction and theme for all groups. This particular summer the instructional focus selected was literacy, with particular emphasis on math literacy and developing alphabetic principles in English. Participant backgrounds included students who were in a graduate program for Curriculum & Instruction or an undergraduate degree in Applied Arts and Sciences with an Organizational Leadership concentration. Several participants did not have any experience in education or pedagogy but were still charged with the task of providing small group instruction for students ranging in age from 4 – 12. All of the students first language was Spanish; they were intentionally in the program to develop communication skills in in English. There was only one participant fully fluent in Spanish, while other participants had some language skills in Spanish. This situation was largely uncomfortable for all participants, initially. Participants discomfort was linked to their limited fluency in Spanish, uncertainty in their ability to teach any literacy to students in English, or their concern that students would not receive adequate tutoring from the leadership students.

Participant data was collected through researcher observations, field notes, and lived experiences during the trip. Once the group returned the United States, the researchers asked participants to participate in a group interview for one hour, to reflect on the trip and answer questions as a collective group. Once the group interview was completed, the researchers decided to send out a follow up questionnaire to participants as a means to provide additional time and reflection for participants to share their experiences. The group interview was informative, but the questionnaire sent after the group meeting allowed for all participants to share their raw, uninfluenced perspectives on their experience in the short-term study abroad.

Interview Protocol

After returning from the trip, participants were asked to come together for a short, one hour, group interview. Seven students participated in the trip, but only six students elected to attend the group interview. The group gathered to develop the shared narrative through participant interaction as they recalled and discussed their experiences. This brought forth a sense of the participants' joint experiences from the trip and how the collective experiences impacted their leadership. During the group interview, the participants expressed the desire to share additional thoughts without having to arrange schedules to meet again. We decided to send out a follow-up questionnaire with open-ended leadership questions adapted from Northouse's (2019) leadership work. We sent out the questionnaire a week after the group interview to collect any additional information from participants.

Data Analysis

Our analysis reports the findings from the group interview and questionnaire conducted after returning from the trip. Due to the small sample size, which was drawn only from trip participants, we report the results using composite narrative methodology. The results are presented through constructed identities based upon the themes which emerged from the interviews and all quotations attributed are directly from the participants. This methodology seemed appropriate due to the small sample size, the small size of the community, and due to common knowledge in the university community of which students participated in the program. This led us to search for a way to present the findings in a manner which is reliable, valid, and retains participant anonymity.

The analyzed data indicate that participants all experienced growth in leadership skills, felt they gained valuable, authentic leadership experience, better understand that leaders are not always the central figure, and finally, that international travel provided them insight and cultural experiences which will benefit them personally and professionally in the future. We report the data from the group interview and open-ended questionnaire by constructing a persona to answer each of the three research questions. The research questions are:

1. Did the study abroad experience help students feel more competent and confident in their leadership skills? If so, what experiences helped students build upon their confidence and competence?
2. Did engaging in leadership activities within another culture change students' perceptions of leadership after their international study abroad experience?
3. Did students' style of leadership change after their experiences abroad? If so, what experiences helped make this paradigm shift in leadership style?

To maintain the fidelity of the story from participants and limit the influence of the researchers, we committed to only using direct quotations. Ellipses indicate an area where the information would reveal participant identity. Information about the interviews, date, time, and follow up questions are all taken directly from the event(s).

Results

Data analysis led to the creation of three distinct personas to answer each of the research questions. The personas were created from common themes which emerged from observations, field notes from the trip, the group interview, and the resulting follow-up questionnaire. 'Michael' emerged from three participant responses and helped us to understand changing perceptions of leadership. 'Jan' developed from another grouping of three participants and provided insight into the different leadership styles found in the data. Finally, 'Dwight' is a conglomeration of all respondents as all addressed their sense of competency in leadership. These personas are shown in Figure 1.

Figure 1

Composite Narrative Themes
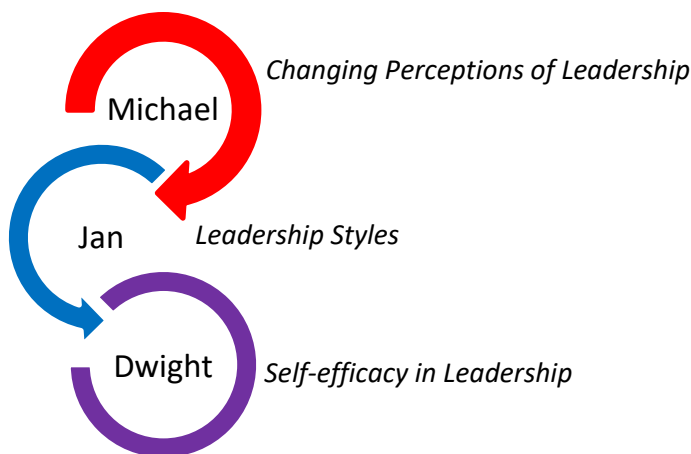
Changing Perceptions of Leadership

Michael's experience on the trip proved to be transformative. Michael noted that he learned to assert himself more over the course of the trip, not to be domineering or autocratic, and allowed him to realize the value and expertise he possessed along with his ability to contribute in a meaningful way. He indicated, "*I used to be reserved when it came to leadership because I was fearful of what others would say. But then I realized that I had great ideas and needed to speak up more. The study abroad trip to Mexico allowed me to come out of my leadership shell and be the leader I needed to be. I had the confidence to lead other individuals…I did my best to allow their voices to be heard…and they even helped me add to the existing lessons to benefit their students.*" This experience transformed Michael's perception of his leadership style and assisted him in being more willing to lead through his leadership abilities by demonstrating his leadership style to others. Michael experienced authentic leadership through self-awareness, internalized moral perspective, balanced processing by exploring the views of others before making a decision, and relational transparency of true self to others. (Northouse, 2021).

Additionally, Michael's experience offered reflection about self-actualization in his leadership abilities. He wrote of the trip's impact,

> *I believe that it changed me because it allowed me to see how different, yet the same, we all can be. Resources may be limited, but we were surrounded with people who had ambition and determination to learn. I was excited to bring new ideas to the project. I believe that following some rules were good and some needed to be changed.*

Factors that influenced Michael's authentic and self-actualization leadership abilities include confidence, hope, optimism, resilience, promoting the greater good of the organization and deciding right and wrong (Northouse, 2021). As Michael demonstrated, leaders experience growth through major life events, such as this faculty-directed, short-term study abroad. The lessons learned while on the trip, helped develop him more into an authentic leader (Northouse, 2021).

Leadership Styles

Jan's short-term study abroad experience also impacted her leadership style and development through her servant leadership style of leadership. Her servant leadership style experiences have shaped and developed her into a better leader to listen and serve others. The ten characteristics of servant leaders, according to Spears (2010), are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth to the people and building community. Jan's reflection upon the trip revealed several established attributes of servant leadership. She noted that listening to others helped guide her experience, empathy provided a different perspective for the challenges faced on the trip, and she recognized that leadership to grow others is committed to the growth of others. Community building is an essential component to the growth of others. It is how they feel safe and are willing to take the risks necessary to grow.

At the same time, Jan also reflected on her development of facilitative leadership. She notes,

> *while I have a take charge personality, and [am] almost always the first to lead an endeavor, my rash behaviors of the past have led me to temper my*

enthusiasm and foolhardiness. My new leadership assignment…has led me
to become a facilitator for my team in almost every action.

Jan's self-reflection demonstrates personal growth and change in her leadership style because of the experience. She recognized that her past actions as a leader did not always build strong relationships with her colleagues and did not accomplish the goals, she set for herself or her team. This caused her to shrink back in leadership opportunities until she was provided the opportunity to lead as a facilitator. This change made a substantial impact on the way she thinks about leadership and the way she approaches leading others.

Finally, Jan's leadership style is reflective. She notes, *"I am always willing to listen and learn from others. I accept feedback and use that information to grow as an individual."* Jan's experience offered her the opportunity to get outside of her comfort zone in a new and different culture during the trip. She recognized that, to lead, she had to be open and willing to accept feedback, consider the information, and then respond appropriately. This growth and reflection translate well into leadership opportunities in Jan's everyday existence outside of the study abroad experience. Jan's developing servant leadership style is based on Liden's (Linden, et al., 2008) model in which leaders help followers grow and succeed, behaving ethically, empowering, conceptualizing, healing emotionally, and putting followers first (Northouse, 2021).

Self-Efficacy in Leadership

Dwight's experience proved to be the most impactful. His responses and contributions to the focus group reveal the impact self-efficacy has in leadership. *"I learn something new about leadership every day. I am very confident in my ability to lead, but with that, I am open to learning and adapting."* Dwight's experiences offered a perspective that leadership requires confidence, flexibility, and a humility to recognize the continual need for personal and professional growth. These experiences, captured in the quotations from participants, demonstrate the significance of the attributes mentioned. Leaders who embody these characteristics are more successful in their roles (Northouse, 2021). *"I have gained a lot of experience from my*

positions and education but realize there is much more to learn. I feel confident enough to lead those who are experiencing what I have experienced. I still consider myself a student at this point."

While Dwight's experiences allowed him to grow and experience *"imposter syndrome".* Imposter syndrome is the

> *I feel quite strongly I have great confidence in my abilities and competence as a leader. In certain situations, such as a new position with little training, I exude confidence outwardly but feel very inadequate inwardly. This dichotomy tends to increase my stress levels and I feel rather inadequate to the mission, but I would never let on to my reports.*
>
> *I am very confident as a leader. I believe that the more you educate yourself and others, the better it is for each person involved.*

Discussion

Michael experienced growth in the style of leadership he witnessed along with his own perceptions of his skills as a leader and Jan and Dwight's reflections found this to be a transformational experience. They learned through cultural experiences that leadership is different for many people; across cultures and locations, leadership takes many forms. These new experiences helped them realize that their leadership capacity is constantly growing and evolving. Three main themes emerged from the data: personal leadership development, transformational leadership, and selfless leadership. All three of these themes lend themselves to the development of ethical leadership.

Ethical leadership builds a community by creating a common goal that meets the goals and purposes of the organization and its followers (Northouse, 2021). It is characterized by principles of fairness, accountability, trust, honesty, equity, and respect (Moore, 2022). The study abroad experience, not only changed participants view of themselves as leaders, but also contributed to strengthening their commitment to being ethical leaders. An ethical leader recognizes the fundamental differences in leadership style and acknowledging that difference makes for a more culturally relevant response. We believe that is a critical component of what our participants recognized, even if it was not what they specifically stated.

True Leadership is built from a leadership-followership relationship and cannot be controlled by the leader (Brown, 1978). Ethical leaders consider the purposes of everyone involved and are attentive to the interests of the community and its culture (Northouse, 2021). It becomes critical, then, to understand cross-cultural perspective as the world becomes more connected (Northouse, 2021). Transformational leaders set out to empower followers and nurture them to become dynamic leaders (Northouse, 2021). While doing the right thing is critical, doing it for the right reasons is even more important. Simply acknowledging cultural differences, while critical, only goes so far. A true leader understands how an organization benefits from those cross-cultural relationships.

Looking forward, we suggest this research would benefit from a longitudinal study of the study abroad program in San Miguel de Allende with the Texas A&M University System Mexico Clavellinas Collaborative. While the pandemic slowed the collaborative in 2020 and 2021, many partners are resuming full trips in the summer of 2022. Since the collaborative's inception in the summer of 2017, there is the potential for a rich, robust data set over the next several years to collect data about participant leadership and self-efficacy perceptions. The addition of this research to the existing body of knowledge has the potential to significantly impact leadership studies.

Additionally, this research has the potential to impact leadership development of K-12 teachers and administrators in Northeast Texas, by examining intercultural exchange in Northeast Texas to grow leadership capacity in teachers and community leaders. The student participants share that participating in an international experiential learning experience can help them grow as community leaders and K-12 classroom teachers to become more adaptable, authentic, and transformative leaders. Study abroad educational trips foster in students a more global mindset, helping them learn more about their leadership styles, leadership perceptions, and self-efficacy and transform into more resilient leaders in the classroom and their communities.

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