LEADERSHIP DEVELOPMENT FOR THE NEW TRANS-NATIONAL PARADIGM

Isaac T Goodine

Mr Isaac T Goodine was born and educated in Canada where he served as the second Principal of the New Brunswick Institute of Technology. He then became the first Principal of the Zambia Institute of Technology and later served as the second Director of Technical Education and Vocational Training for the Republic of Zambia. His next assignment was as the first Principal of the Kenya Technical Teachers College following which he joined the World Bank as a Technical/Vocational Education Specialist. He then worked for the Canadian International Development Agency (CIDA) as a Human Resource Development Specialist in the Philippines before being appointed as the fifth Director of CPSC. He continued to work for CIDA in the Caribbean until his retirement in 1994. Since then, he has been a consultant for the World Bank in China.

ABSTRACT

From 1950, when the Colombo Plan was born, to 1993, when the Internet was born, there has been a steady expansion of economic integration which far outpaced both political and cultural integration. The last five years have brought about cultural interdependence, via television and the Internet, moving towards one world in culture as well as in economics. The global marketplace has created a new labor market, where the transnational work force has grown from about 20 million in 1980 to 80 million in 1995, making transnational employment the most effective and equitable means of distribution of wealth. The transnational labor market implies the concept of a team that transcends national boundaries. Building and leading these teams are extremely difficult and the success of international businesses depends on a unique set of qualities of the team leader. In view of the importance of cross-cultural technology transfer through the transnational work force, leadership development for those who deal in human capital, surely presents a major challenge. This is a particular challenge in regards to the fostering of international understanding between technician education, training and related systems – an objective of CPSC.

This presentation is not intended to offer any prescription. It is founded on the premise that, while it may be true that leadership cannot be taught, it is nonetheless true that leadership can be learned and that we learn from
others. The presentation incorporates inputs from some sixty internationally acclaimed men and women who have responded to a specific request for advice and assistance concerning the difficult issues of leadership, with special reference to leadership in human development. The presentation is based on “work-in-progress” and seeks to avoid any particular ethnocentric focus. Intertwined in the presentation is the basic belief and philosophy that “the accident of one’s place of birth need not determine where that person must live and work forever”.

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“May you live in interesting times,” is said to be an ancient Chinese curse. We do indeed now live in interesting times, whether it is a curse or a blessing depends largely on one’s perspective. If one views problems as challenges and challenges as opportunities, never before in history have man’s thoughts been so bold, so enterprising. We stand at the threshold of a new millennium, like Adam did on the threshold of a new world. In the words of Albert Einstein, “The whole of creation waits to be revealed.”

In a technological sense, we have become co-creators or at least instruments in the unfolding of creation. In 1971, U Thant, then Secretary-General of the United Nations, made the following observation:

“The central stupendous truth about the developed economies is that they can have, in anything but the shortest run, the kind and scale of resources they decide to have. It is the decisions that make the resources. This is the fundamental revolutionary change – perhaps the most revolutionary man has ever known, and it has just recently come about.”

It is the decisions that determine the resources. The decisions determine the kind and the scale of resources, as well as the purpose. Although we live in an age of technological enlightenment, there is still a lack of effective leadership required to make this kind of decisions and to create the resources. In the economic field, there is still the tendency to confuse the profit “motive” with the “purpose” of business. This is as mistaken as to confuse the wages motive with the purpose of enterprise. Enterprises do not exist (or should not exist) merely in order to pay wages or to employ persons. That kind of activity is relief work. Enterprises should exist in order to produce and distribute goods and services, and to bring wealth to people. Still, there are many businessmen today who seem to think that they are in business “to make a profit.” However, profit can no more be the objective of a business, than betting is the object of racing. making a score the object of cricket, or eating being the reason for living. Profit is the
stimulus, but should not become the goal. The objective should be to produce goods and services valued in monetary terms, at more than the cost of production and, therefore, "profitable." The stimulus of profit is then used to create wealth.

Over the past several years, there has been a steady evolution of international commerce, first through the establishment of multinational companies, and in later years, by the emergence of business entities now known as transnationals. Henry Wendt, Chairman of Smith-Kline and Beecham and author of "Global Embrace – Corporate Challenges in a Transnational World," states that:

"viewed from afar, multinationals superficially resemble transnationals, but the two are strikingly different in their operation, their presence in the global markets, their ownership and their leadership."

Increasingly, the top leadership of transnationals is drawn from many countries, unlike multinationals which tend to remain firmly under the direction of board members and managers from the home country. In the case of a transnational company, it is more likely that the profits are not returned to a "home-country" but will remain to finance growth in the host country as well as in other countries where it operates.

In the transnational world, real competition is not between nations, but among global companies and the ultimate winners are often citizens of many countries, including developing countries. As more and more countries reform economic structures, and educate and train their people, they become participants in the global marketplace. The latest example is China's dramatic economic reforms and moves toward membership in the World Trade Organization.

Economic integration has been underway since 1950, when the Colombo Plan was born, and the process has far outstripped political and social integration. However, the last five years have brought about rapid cultural integration, through television and the Internet. We are moving toward one world in culture as well as in economics. The global marketplace has created a new labour market where the transnational workforce has grown from about twenty million in 1980 to eighty million in 1995. This makes transnational employment the most effective and equitable means of distribution of wealth, particularly in the flow from developed to developing countries. For example, in 1992, twenty million transnational workers were classed as contract workers and remitted some part of their earnings to the home country Their remittances totaled US$66 and surpassed the amount
transferred to developing countries by all official development assistance agencies and institutions combined.

The transnational labour market implies a team that transcends national boundaries. Building and leading these multidisciplined and multicultural teams are extremely difficult tasks and the success of international business depends on a unique set of qualities of the team leader. Staff development efforts must focus more on training leaders for this new transnational paradigm. In view of the importance of cross-cultural technology transfer through skills development, leadership development for those who deal in human capital becomes increasingly dependent on cultural sensitivity. This surely presents a challenge in regard to fostering international understanding between technician education and training, and related systems in an integrated socio-economic world.

The marketplace imposes a global imperative that cannot be evaded. Global economic integration requires a global response. According to Henry Wendt,

"Already the slogan, 'Think globally, plan regionally and act locally', has become widely used and introduces a paradox for the transnational world. To compete globally, one must act locally, and that paradox begets yet another one: We now live in an interdependent world that far from effacing cultural differences, seems to nourish them. It is a paradox rife with implications, not only for business, but for the shape of political and social life in the post-Cold War world."

Leaders are needed – at various levels, in various disciplines and in various geographical locations – and they must be prepared to communicate cross-culturally. The challenge is not new, but staff colleges need to step-up to meet the growing demands for cross-cultural team leaders.

We are all conditioned by our cultures and this affects how we deal with change in our lives. Cultural conditioning determines:

How we see ourselves, in relation to others;
How we see others, in relation to ourselves;
How we develop our “values” as consciously-held beliefs;
How we shape our “attitudes” as unconsciously-held beliefs;
How we use “language” to express our ideas;
How we establish “stereotypes,” based on 51% of our group holding the same view;
How we use “assumptions” as untested knowledge and belief; and
How we form “paradigms” based on sets of assumptions, which in turn are based on untested knowledge and belief.
"When we are in one paradigm, it may be impossible to imagine another one..."

A Smith

According to Joel Barker, this can lead to a condition he calls “paradigm paralysis” where we do not recognize that the paradigm has shifted and that the old ways no longer apply. We all live and work in various facets of culture based on ethnic, geographic and organizational paradigms. The transnational organization, if it is to nourish cultural diversity to the benefit of all, must consciously shape its organizational culture to effectively support organizational strategy and structure. A borderless world requires borderless minds for multidisciplinary teams. Before transnational flexible-matrix teams can interact effectively, all internal contradictions in the organizational culture must be removed.

But strategy is more easily changed than culture. As an illustration of the challenge involved, the Canadian Department of External Affairs, through its newsletter, Liaison, published an article in early 1989, entitled, “The Two Solitudes.” This was in reference to the decentralization of the Canadian International Development Agency (CIDA) in 1988, when field offices were established and located within embassies in several countries. The article on the two solitudes illustrated the different corporate cultures represented by the people in CIDA and in External Affairs, and of course, this involved only two departments of the same government. When the more complex matrix of ethnic and national cultures represented in the make-up of transnational teams is considered, the change is even greater.

Clearly strategy, structure and culture in an organization must be mutually supportive. Many reorganizations and new mission statements fail because the culture is not changed to fit the new paradigm. It is often easier to change the strategy and the structure than it is to change the culture of an organization because, as Mr Ross Perot said: “Machines must be managed, but people must be led.”

Generally, we have more good managers than we have good leaders. Managers can be educated and trained as administrators. Leaders, it has been said, are born. Through good fortune, some born leaders become well-trained administrators. Often, administrators are faced with “managing change” and lack the ability to do so precisely because change requires leadership skills which they may never have had the occasion to use. To visualize and to articulate what is to be done and then to motivate others to want the same, and to commit to making it happen, are leadership skills that are often dormant in a manager who seldom has had to use them in a well-managed organization. When the paradigm shifts, past methods may no longer apply. Leadership is situational, that is, one only exercises
leadership when the situation arises. Since one cannot predict the circumstances and nature of each situation, it has been concluded that one cannot “teach” leadership. This line of thinking has led to a neglect of the development of leadership skills. There are skills that all effective leaders use and these must be learned. In the world of work, good leadership, as well as good management, is needed to avoid the trap of investing in hardware and technology without changing old habits.

Good leadership starts with the ability to delegate. Without delegation, no organization can function effectively. Authority and responsibility must be delegated. Yet, a lack of courage to delegate properly and the lack of knowledge on how to do it, are two of the most common causes of failure in organizations. Both knowledge and experience are required to develop these leadership skills.

Leadership is always situational. Governance or policy may pre-determine the style. Decisions can be arrived at by majority vote, by consensus or by unanimous decision only. Each style of decision-making will have consequences for the morale of the group and impact the follow-up actions related to the decision. It is important to recall U Thant’s words, “it is the decisions that make the resources.” Much of the world, particularly, the West, have a tradition of the parliamentary system and the Rules of Parliamentary procedure are learned at an early age. The system includes rules for debate and voting. The advantage here is, the system is democratic and seems to be fair. The disadvantage is, it produces winners and losers. The rest of the world, particularly Asia and Africa, has a stronger tradition of consensus-building. The advantage in this instance is, there are no outright losers. The disadvantage is, decisions take longer and may be watered down and tradition-bound, and progress impeded. Culturally, the East is more conditioned to thinking and acting for the common good, at the expense of individual freedom and rights. On the other hand, the West is more conditioned to thinking and acting to protect individual freedom and rights, even at the expense of society.

Examples also exist of blending the two approaches. One such example is the Colombo Plan Staff College (CPSC) established in 1974 with a Governing Board composed of the ambassadors of Colombo Plan member countries, operating under a constitution that stipulates that decisions shall be by consensus and that “there shall be no voting.” The successive Directors of the Staff College have come from India, India, Australia, Thailand, Canada, India, and the Philippines, respectively. The College was based in Singapore from its inception in 1974 to 1986 when it moved to its present location in the Philippines. The faculty has always been international and the administrative support staff from the host country. All seminars and workshops are cross-cultural by definition.
As a staff college, the CPSC is unique because it works only to improve the quality of technician education and training by staff development programs for lead teachers and higher level staff. An alumni of more than 10,000 people are spread throughout the region. Increasingly, because of the expanding transnational workforce and the fact that standards are not international, the participants often find themselves working in multidisciplinary teams that transcend national boundaries, whether or not they leave the home country to work. In any case, the place of one's birth may not necessarily be the place of one's livelihood.

The need for leadership is obvious and the interests of individuals, whether they work in the home country or overseas, are served best if they are given opportunities to gain and improve the elementary tools of leadership skills. This, along with technological skills, is the quickest path to the empowerment of men and women of good character who will help integrate the social and political life for the betterment of all. The motivation and skills needed to communicate one's ideas effectively and to gain self-confidence in expressing one's opinion are critical starting points for many to discover their God-given talents for leadership. Everyone is born with the God-given "potential" for leadership but that potential needs nurturing and honing for the potential to be revealed. Meeting the challenge of cross-cultural communication opens up vast new opportunities in the world of work.

Experience shows that once empowered and encouraged, most people see many opportunities for self-fulfillment through their positive influence on others. All of us spend much of our time living and working in groups of various types. Within groups, there are three different kinds of leaders. It may be that there is one official leader or there may be many, as in a matrix. There can also be unofficial leaders.

(i) The responsible leader is the accountable person;
(ii) The effective leader is the person whose proposals and suggestions are most likely to be taken up;
(iii) The psychological leader is the one whom the group members are most likely to identify with emotionally.

Sometimes all three characteristics can be vested on the same person but more often, they are different people. Also, sometimes these roles are rotated and leadership responsibilities shift within a group.

Most of the tragedy of our times is due, not so much to the power of evil doers, as to the failure of those blessed with sound values to put them into circulation. Those who unwittingly keep their good ideas locked-up within themselves not only shortchange themselves and but also countless others.
By default, they allow the shaping of trends to slip by into the hands of those less qualified: the indifferent, the incompetent, the unprincipled and, all too often, the dishonest. In the words of Edmund Burke: "All that is necessary for evil to prevail is that good men do nothing"

The empowerment of people is not an easy matter and the development of leadership skills is a daunting task. In the words of Monod: "Between the big things we cannot do and the little things we will not do, the danger is that we will do nothing."

The first step seems to be to decide on what are the essential attributes of leadership one wishes to nurture. In 1992, the following letter was sent to several individuals whom I had encountered in several international organizations worldwide over the last two decades and whom I considered to be effective leaders. Here is the letter:

"Dear......

I come to you today with a rather unusual and difficult request. I come to borrow some of your wisdom and to gain some sound advice.

As Director of the Colombo Plan Staff College for Technician Education, I have to give a lecture to senior officials from some seventeen countries in the Asian/Pacific Region served by the Staff College. As the subject of my lecture, I have chosen Leadership with particular reference to Leadership in Human Development.

Now comes the difficult request – can you give me in a few words your requirements for leadership? What, in fact, are the attributes of leaders you have known?

I must apologize for troubling you in this way, but hope that it will benefit international understanding, in which I know you have such a great interest.

Yours sincerely,
Isaac T Goodine
Director, CPSC

The following responded to a request for input to "Leadership in Human Development."

It may please be noted that unless otherwise stated, all quotations from "leaders" are taken from personal interviews or from personal comments written for this study by the leaders listed below in response to my plea for..."
help in addressing this difficult subject. The views expressed are personal and do not necessarily represent the organizations listed. The analysis is an effort to capture some of their collective wisdom. All contributions are most gratefully acknowledged.

**Given Ra Adhikari**, (Nepalese), Senior Education Officer, Council for Technical Education and Vocational Training, Kathmandu, Nepal;

**Kweku Andah**, (Ivorian), Principal Trainer, African Development Bank;

**Gunnar Berlin**, (Swedish), Former Head, Education Section, World Bank, Regional Mission for Eastern and Southern Africa, and Department Head at SIDA-assisted Kenya Science Teachers College;

**David Brewin**, (British), Former Deputy Chief, West Africa Education Division, World Bank, and former Head of Tanzanian Agricultural Training College;

**Ken Brown**, (British), Head International Office, The Polytechnic of Huddersfield, England;

**Adrienne Bruleigh**, (New Zealander), President, International Vocational Education and Training Association;

**Heinz Buhler**, (German), Executive Director, Asian Development Bank;

**Isidro Carino** (Filipino), Cabinet Secretary, Department of Education, Culture and Sports, Philippines;

**Pierre Casse**, (Belgian), Professor, International Institute for Management Development, Switzerland, and President, Society for Inter-cultural Education Training and Research;

**Khoo Kay Chai**, (Singaporean), Principal, Singapore Polytech, and Chairman of Space Technology Council of Singapore;

**Frank Tien-Jin Chang**, (Taiwanese), President, National Taipei Institute of Technology, Taiwan, and President of IVETA;

**Doreen Cheong**, (Singaporean), Head, Staff Development Program, Singapore Polytechnic;

**Won-Kai Choi**, (Korean), Professor, Chinju National Agricultural and Forestry Technical College of Korea,

**Howard C Clark**, (New Zealander/Canadian), President, Dalhousie University;

**Shirley AM Conover**, (Canadian/American), Senior Fellow, Lester Pearson School of Resource and Environmental Studies, Dalhousie University;
Jim Doyle, (Irish/New Zealander), Executive Director, Association of Polytechnics in New Zealand;

Manuel P Elemia, (Filipino), Head, Meralco Foundation Institute, Philippines;

Masao Fujioka, (Japanese), President, Japan Credit Rating Agency, Tokyo;

Richard Gold, (Canadian), Director, Canada-ASEAN Center, Singapore;

Arturo A Gomez (Filipino), Director, South East Asia Research Center for Agriculture;

David OM Gooday, (British/Swazi), Former Senior Educator, at the World Bank, International Consultant on Agricultural Education, Elebush Farm, Swaziland;

DJ Griffin, (New Zealander), Principal, Central Institute of Technology, New Zealand;

William C Hall, (Australian), Director, TAFE Center for R&D in Australia;

George Hadjicostas, (Greek-Cypriot), Minister of Public Works, Cyprus, and Consultant to the World Bank;

Roland Barry Hobart, (Australian), Head, International Center, University of South Australia;

Mats Hultin-Craelius, (Swedish), Former Director, Education Department, World Bank, and Education Minister, Sweden;

Muhammad Ilyas, (Pakistan), Joint Chief Adviser, MOE, Pakistan;

Azaharaini Hj Mohd Jamil, (Bruneian), Director, South East Asia Ministers of Education Organization-VOCTECH Staff Development Center, Brunei;

GRH Jones, (British), Senior Technical Education Adviser, Overseas Development Authority, United Kingdom;

Sibley H Kawi, (Filipino), Chief, Training Branch, United States Agency for International Development, Philippines;

Marcel Masse, (Canadian), President, Canadian International Development Agency and Executive Director for the International Monetary Fund;

Allister B MacDonald, (British), Head of Delegation, Commission for the European Communities in the Philippines;

Robert McCaig, (Australian), Former Director, Colombo Plan Staff College for Technician Education,
Robert S McNamara, (American), Former President, World Bank;

Thamrongsak Moenjak, (Thai), Former Director, Colombo Plan Staff College for Technician Education;

Melchor Morales, (Filipino), Senior Vice President, College Assurance Plan Inc., and President, Rizal Youth Leadership Foundation, Inc., Philippines;

KM Ngan, (Hong Kong-Chinese), Manager, Industrial Center, Hong Kong Polytech;

Alastair M North, (British), President, Asian Institute of Technology, Bangkok;

Frederick So Pada, (Filipino), President, Technological University of the Philippines;

Moeljono Partosoedarso, (Indonesian), Chief, Technical Cooperation Division, United Nations Economic and Social Commission for Asia and the Pacific;

Lourdes R Quisumbing, (Filipino), Secretary General, UNESCO Commission in the Philippines and former Cabinet Secretary of DECS;

Hari Ram, (Fijian), Permanent Secretary, Education Youth and Sport, Fiji;

Olli Raty, (Finnish), Director, Institute for Further and Vocational Education, Finland;

AG Romualdez, Jr, (Filipino), Director, Development and Planning, World Health Organization, Philippines;

Edward van Roy, (Dutch), Chief, Social Development Division, United Nations Economic and Social Commission for Asia and the Pacific, Bangkok;

John Ryan, (New Zealander), Executive Director, Colombo Plan Bureau, Sri Lanka;

John Samy, (Indian), Head, Training and Development Section, Asian Development Bank;

Rajiv Sharma, (Indian), Director, Department of Economic Affairs, Ministry of Finance, India;

AMAH Siddiqui, (Bangladeshi), Director, Asia-Pacific Skills Development Program of the International Labour Organisation, Bangkok;

Sing-Zak Sung, (Hong Kong-Chinese), Former Senior Technical Educator, Asia-Pacific Region, World Bank;
Minda Sutaria, (Filipino), Director, South East Asia Ministers of Education Organization-Institute for Innovation in Educational Technology;

Lennart Swahn, (Swedish), Former Head of Training Department, World Bank, and Founding Principal of Luanshaya Technical Teachers College in Zambia;

Hasan Walinono, (Indonesian), Director, Primary and Secondary Education, Indonesia;

Khin Maung Win, (Burmese), Director General, Technical, Vocational and Agricultural Education, Myanmar;

Chris HC Wong, (Hong Kong-Chinese), Head, Industrial Centre, Hong Kong Polytechnic;

Jiro Yoshio, (Japanese), Professor, Head of Technical Teacher Training, Tokyo Gakugei University, Japan and Consultant to the CPSC.

The fifty-six respondents represent men and women of various skin color and religious faiths who are leading practitioners of human resource development at national and international levels. All have attained international acclaim for the leadership they have provided through the organizations listed and they have collectively identified about 100 characteristics of leaders they have known.

The characteristics of leaders identified by leaders are listed in descending order of frequency of mention as follows:

Visionary in outlook, knowledgeable, a motivator, technically competent, goal-oriented, has good human relations, action-oriented, committed to human resources development, delegates authority, a good role-model, a good communicator, truthful, honest, a good team-builder, a good planner, an evaluator of skills, innovative, creative, devoted to tasks, flexible, adaptable, situational, trusts people, emphatic, understanding, caring, has good decision-making ability, confident, has charisma, committed to quality, determined, sensitive to the environment, sensitive to needs and feelings of others, provides direction for the achievement of goals, has strong convictions, a good listener, strong-willed, hardworking, humanist in public relations, possesses a national outlook, willing to accept criticism, has integrity, is fair, is democratic, is sincere, is open to new ideas, a good morale builder, prepared to take risks, persuasive, emotionally stable, analytical, enthusiastic, helpful, ready to assist others, humble, friendly, optimistic, dynamic in action, intuitive, religious, energetic, has clear perception of things, intelligent, has perseverance, has organizational ability, is clear-thinking, has the ability to manage ambiguity, has tolerance
for stress, has a good sense of humor, is clean-living, gives credit to others, has credibility, a good teacher, self-motivating, has overall control, has concern for image, is tactful, is diplomatic, is selfless, has imagination, has initiative, is self-reliant, responsible, cooperative, has originality, is practical, satisfies needs of followers, fulfills needs of staff, maintains harmonious relationships, provides work satisfaction to employees, provides security for followers, encourages people, and has positive self-regard.

Based on the responses, Mr Goodine prepared and delivered a lecture at the CPSC in May 1992 and subsequently developed a personal and professional seminar program on the Technology of Achievements.

TECHNOLOGY of ACHIEVEMENT SEMINARS

The Technology of Achievement Seminars are designed to help individuals and organizations cope effectively with change. Change is never easy, particularly when major transitions require changes in mindset and skill set, and even cultural conditioning. These experiential seminars will help by providing a series of practical steps to success using techniques developed to assist in learning how to:

* Set and reach new achievement targets
* Improve memory and concentration
* Be more effective in difficult situations
* Influence those who matter most
* Find a more positive self-image
* Develop powers of creative thinking
* Communicate more clearly

The seminars encourage a rounded or holistic approach and integrates personal and professional development. They also encourage creative interdependence between people in organizational settings and facilitate synergy among participants. Full consideration is given to the realities of globalization which require a cross-cultural perspective in the transfer of technology, effective communications, negotiations and leadership development for the new transnational paradigm. The sequence is intended to encourage participants to: “Seek first to understand; then to be understood; and only then to lead.” Seminar I focuses on “Managing Yourself” and Seminar II on “Managing Yourself and Others.”
I. Managing Yourself


Mind-Body Fitness: Using physical energy and maintaining vitality; Exercise; Diet and weight control; Relaxation, meditation; Holistic personal development.

Mapping Your Life: How to map? Who are you? Where have you come from? Where are you now? Where are you going? What is stopping you? How will you get there? What do you need to get there? What will it be like?


Managing Your Career: Mapping a career; Choosing a direction; Where have you been? Where are you now? Where are you going next? How will you get there? Who will help you?

Developing Your Capabilities: Getting ready; Developing your will, your imagination and your thinking; Managing your feelings; Developing your intuition; Developing your senses; Improving memory and concentration; Balancing Right-brain and Left-brain functions.

Managing Yourself Effectively: Managing your needs, your time, life stages and transitions; Setting personal goals and achieving your personal development targets.

II. Managing Yourself and Others

Communication: The importance of communication; What affects communication; Cross-cultural communication; Blocks to communication; Effective listening; Body language and cultural conditioning; Effective reading and speaking; Stereotyping; Trans-border negotiations.

Getting Things Done: From ideas to action; Direction setting; Mobilizing people; Defining the vision; Being assertive; Developing leadership potential - your own and others.


Support Systems: What is support? Attitudes to support; Supportive relationships; Support groups; Self-support; Times for Support

Managing Groups: What is a group? Functioning in groups; Getting to know your group; Group dynamics; Participating in starter groups; Influencing groups; Group leadership; Team vs group.

Team Building: Human synergistics; Team players; Dignity; Team leadership.

Developing Leadership Potential: Leadership styles and effectiveness; Leaders on leadership, Situational leadership; Effects of culture on leadership; Leadership for the new Trans-national Paradigms; Leadership in Supranational and Multinational organizations.