

**HOW AMERICAN STUDENT LEADERSHIP DEVELOPMENT CAN WORK
IN MENA UNIVERSITIES**

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Introduction

Can leadership be taught? Many now think so. Indeed, there are a lot of us who know from experience that it can and also believe that it is important for our future to help our students to become good leaders. Some see a crisis in leadership underlying the many social, economic and political problems. There are many universities in the US and Canada that work to prepare students to meet the global and domestic needs for leaders. But why are there few such programs in other parts of the world? This paper describes the case of the Leadership Development Institute at Al Akhawayn University in Morocco and how it tries to develop leaders for Morocco's and the world's future. Hopefully this case study will help foster more student leadership development programs in other MENA countries. We describe how we have adapted research and best practices from North America to the cultural realities of Morocco and the needs of our students with the intent to illustrate how this might be done else where.

Background of Al Akhawayn University

As a fairly young university that is now just twenty years old, Al Akhawayn University in Ifrane (AUI) tries to balance between Moroccan culture and western, primarily North American higher education. Al Akhawayn University is a small public university about one hour South of Fez, in the Middle Atlas Mountains, that follows the American liberal arts system. AUI currently enrolls just over two thousand undergraduate students at its main campus. Most of AUI's students are Moroccan.

AUI employs over one hundred faculty, about half of which are non-Moroccan from countries such as the US, Canada, Pakistan, and Australia. AUI's senior administrators are Moroccan's who earned their doctorates in North America. AUI's deans are western educated Moroccan's as well though occasionally an American dean is selected.

Besides following the American system, there are important difference between AUI and other public Moroccan universities. One difference is that AUI students' families pay tuition. Consequently, many students come from fairly well-to-do families though some do not. Additionally, the language of instruction is English. Until recently, this gave AUI a unique position in the Moroccan Higher Education marketplace. A fourth distinguishing feature is that AUI has been pursuing international accreditation. The university is seeking accreditation through the North Eastern Association of Schools and Colleges (NEASC) in the US and several of AUI's academic units have received international accreditation in their respective fields.

Background of the Leadership Development Institute (LDI)

The Leadership Development Institute (LDI) was started when a student approached me after class one day and asked, “Since we are an American style university, why don’t we have an American style leadership program?” I had been talking about the Presidents Leadership Class (PLC) at the University of Colorado, where I taught for many years. The PLC was a well established, highly selective four-year curricular program that students completed in addition to their degree requirements. The PLC attracted very high potential students and supported them with small scholarships. Like many American student leadership programs, the PLC developed a wide range of leadership skills through speakers, highly experiential methods including service learning, mentoring, and student centered teaching (e.g. very little lecturing).

The student who asked the question, Kawtar Chriyaa and I developed a plan to start a program at AUI (see Rinehart and Chriyaa, 2009 for a more complete description). In talking with Kawtar, we generated a list of topics that students who were club presidents, elected to student government (SGA), or involved in student projects would benefit from to be more effective in these roles. But being concerned that our list would not have the “buy in” needed to start a program, Kawtar agreed to arrange several focus groups. In the spring of 2008 we held several focus groups with student leaders of clubs and student government to identify the most important developmental needs of AUI students to improve their leadership. At the focus groups, Kawtar introduced the idea of a leadership program and I facilitated the discussion. The focus groups confirmed our list and also gave us some clarifications and additions. These focus groups identified a number of skills they needed to be more effective such as getting members to follow-through on their tasks, giving advanced notice of meetings and events, keeping meetings on track and on time, managing conflict and not taking it personally, respecting plans and priorities, and not procrastinating. Between Kawtar’s experience, my observations with students, and input from the focus groups, we had a long list of things that students needed to be more effective leaders. We could not possibly “cover” them all in a program that would be more focused on learning by doing rather than lecture and memorization. Some topics were really the same but in different words. Some could be combined or included under a broader topic (e.g. students not doing their assigned tasks included under ethics and integrity). And some topics were clearly more important than others (we had one focus group prioritize the items on our list). From all of this we distilled the following list of main topics for the workshops of our pilot:

1. Being a leader not a boss – what is leadership, leadership styles, difference from management, credibility, followership, leaders developing leaders.
2. Planning a meeting – organizing many projects, setting and using agenda.
3. Running a meeting with good participation – leaders listen, communication, gaining consensus and agreement.
4. Creating buy-in for follow-through, delegating, accountability, developing future leaders.

5. Conflict and crisis – avoidance, constructive confrontation.

In the fall of 2008 we pilot tested a series of experiential workshops aimed at developing those critical skills. Initially, I was going to do six workshops in the pilot but had to reduce the number to four due to the normal faculty load of teaching, research and service.

On a parallel track, Kawtar who was an excellent student (i.e. on the President's list due to high GPA) and very involved in the Student Government Association (SGA) met with the Vice Presidents of Student Affairs and Academic Affairs to get their feedback on our initiative and build their buy-in. She described to them the work we were doing through focus groups and connected our initiative to the university's mission and strategic goals and to AUJ's early effort at getting accredited, which included a goal of student empowerment. This worked well. Not only did Kawtar have access to senior administrators through her work in SGA but she also had their respect as a serious and capable student.

While Kawtar was getting buy-in from the Vice Presidents, I met with my dean several times to keep him updated on this campus wide initiative and to get his advice on specific issues. This allowed him to be well informed when our initiative came up in conversations with the VPs. I had learned this strategy of keeping my boss ahead of his boss years earlier in the US and it worked well at AUJ.

Gathering the feedback from the pilot program, advice of AUJ administrators and input of students, we prepared a proposal. Strategically we chose to do the pilot before the proposal since it is easier to say "yes" to something that already exists. We had both observed that proposals in the abstract were often not supported. So in the spring of 2009 we submitted the proposal to AUJ administration for official approval, which we received, and fiscal support (see below for more discussion). We then recruited our first cohort of students in June. In the fall of 2009 we officially launched the Leadership Development Institute as a two-semester, co-curricular, skill building student leadership program. We were the first such program in Morocco and one of only two in the MENA region that we could find at that time (the American University at Cairo had a program that started several years earlier).

Initially, we sought a curricular program, similar to but scaled down from the PLC: a series of for-credit classes combined with non-curricular workshops and service projects through which to apply class content and practice workshop skills. AUJ administration made it clear that this would not work since many families are reluctant to pay for any more credit hours than a student needs to graduate. AUJ charges tuition but competes with other Moroccan public universities where the education is free. So the cost at AUJ

is much higher than the competition. The LDI could not charge fees. Consequently, we scrapped the curricular part of our program and went forward with the remaining workshop based program. And we offered the students a certificate of completion and a co-curricular transcript kept as part of the university record as incentives since we did not get approval for small scholarships.

Why LDI?

Our intent from the start was to use the research and experience in student leadership development from the US, where universities had been doing this for twenty years or more, and adapt those models to the Moroccan cultural context and the needs of our students. We wanted to find a balance between Moroccan culture and American student leadership development. How should we do this? It has been a learning experience.

The idea of learning leadership rather than acquiring position to gain power to compel obedience is fairly new in Morocco. Yet what leadership is and what we expect from our leaders has been changing, and with research, clarifying (see Rinehart, 2011 for a discussion of literature supporting this). Leadership is no longer position in a hierarchy or a function of the power one gains and uses. Anyone can lead from any place in an organization and those in leadership positions may not be leaders.

Traditional views of leadership in Morocco, and much of the world, see leadership as just this; position and the power that goes with it. The CEO of a corporation, or owner of a company, or director of an association or non-profit is a leader by definition - they are in positions of leadership. And they are often expected to use their power and authority to command and control their organization. In a study of the values of Moroccan managers, Ali and Wahabi (1995) conclude that their primary values are egocentric – aggressive, selfish, restless, impulsive and generally not inclined to live within the constraints of society's norms – and existential.

Recent research suggests that people in many places in the world, including Morocco and MENA countries, want more from people in leadership positions. Dorfman, Hanges and Brodbeck (2004) found a set of universally endorsed characteristics that people want in their leaders. GLOBE data for MENA countries (Egypt, Iran, Kuwait, Qatar, Morocco; Turkey and Israel are also included in this region) identifies gaps between what people want in their leaders and what they get (Kabasakal, et al., 2012).

So how do we prepare our students to be the kind of leaders that our societies and our globalizing world want and need? How can we adapt what we know about student leadership development, mostly from the US, to prepare students in Morocco, or any country, to become those leaders? It would be foolish to ignore the experience, research and models that are available, just as it would be unwise to copy and paste

them to another society without adaptation to the cultural context and specific needs of those students.

Goals and intended outcomes of the LDI

The LDI seeks to adapt American student leadership research and models to the Moroccan cultural context to prepare students for the leadership responsibilities they will likely achieve. We seek to develop them into the kinds of leaders that Morocco and the world want and need. Our mission statement says:

LDI is a co-curricular student leadership development program supporting existing courses with leadership skill building workshops, speaker-discussion events and student involvement in service to campus and community.

By adapting best practices from successful student leadership development programs to Moroccan culture, the LDI will develop, implement and disseminate effective leadership development in Morocco, MENA and other developing countries. (Rinehart, 2010)

Our initial and primary focus is developing leadership in our students through skill-building workshops, service projects to practice skills, speakers, and mentoring. The LDI is also largely student run. Additionally we work to promote effective leadership through conferences, the Leader of the Year Award (LOTY), disseminating research, and fostering the development of other student leadership programs.

The LDI program has the following objectives:

- Seek to transform the students from being narrowly self-focused to broader community and humanity focused, where the needs of others and of those who suffer most are central in action and life purpose.
- Seek to motivate and inspire students, through modeling behavior as well as words, to use their privilege to the advantage of those who have little privilege.
- Seek to build the skills and values and confidence that are needed for students to make positive change in their community, country and world.
- Seek to consistently exemplify the highest integrity and ethical standards in the development and administration of the program, thus serve as a role model in developing students into leaders. (Rinehart, 2011)

The long range vision for the LDI includes the following:

- Building the LDI into a multi-year program with scholarships available to selected students.
- Promoting high quality leadership through high ethics and integrity.

- Collecting, generating and disseminating high quality research and best practices of leadership in the MENA region.
- Helping to establish student leadership programs at other Moroccan universities and at other universities in the MENA region.
- Establishing an endowed chair of leadership at AUI.
- Establishing an inter-disciplinary minor in leadership at AUI.
- The LOTY to be a highly credible, well respected, nation wide award that promotes exceptional leadership by identifying the best leaders in Morocco's many local associations.

Actual implementation strategy: our story

As Kawtar and I meet to decide how to start an American style leadership program at AUI, I pushed to set up and run a pilot program first before asking permission to start this new program (see Rinehart and Chriyaa, 2009 for a more detailed description). Kawtar, who was academically excellent and was well known to the University administration through her involvement in student government and other responsibilities, informally presented the idea to the President and Vice Presidents and kept them informed of our progress in order to build support. She also organized the focus groups of student government representatives and club presidents where we generated lists of skills they needed to help them be more effective in their leadership roles. We prioritized and condensed those lists, presenting our design again to the focus group. From that we developed the pilot workshops. From the feedback and experience gained through the pilot, we finalized the design of LDI's one-year program and presented it to the administration for approval and support. The Vice Presidents of Student Affairs and Academic Affairs supported the proposal but did not approve everything we asked. They did not approve scholarship money for our students or allocate a budget to the LDI, preferring instead to divide various costs among them. Kawtar saw this as them keeping financial control.

However they did commit some resources to the LDI. Later, at the request of my dean (I did not ask him to do this) they approved additional pay for me to serve as director of the LDI and another campus program. This was in addition to my duties and compensation as a full time faculty. The LDI was also informally assigned a portion of an administrative support staff though this was never formalized in that employee's job duties or performance management plan. Consequently I was reluctant to call on him too much since I felt his unrecognized, uncompensated add on duties to be exploitive and not demonstrating the values that the LDI should have.

We began our first official year (AY 2009-2010) with 15 students at various stages in their academic program and representing all three of AUI's schools. During this first

year we established an advisory board with student representation, an initial five-year plan, and we started the Leader of the Year Award (LOTY). The LOTY is a large service learning project through which the LDers are expected to apply the skills from the workshops. Students create and implement a project plan, raise funds for the award given to the winners, recruit and select the winners, gain press coverage of the event and for the winners, and organize the award event. The LOTY also gains recognition for people in associations who are helping those less fortunate in their communities. And the LOTY aims to raise recognition of what good leadership is, eventually improving the quality of leadership in Morocco.

Our second year began with 22 students. During this year we modified our workshops, speakers, and LOTY slightly based on feedback from the first year and our own observations. For example, we added a workshop on fundraising and started work on the LOTY project earlier in the middle of the fall semester. We also became a “cost center” to allow us to track and use funds raised for the LOTY award. And we gained a “cash wallet” (i.e. campus debit card) with a small amount in the account for discretionary expenses. During this second year we started a mentoring program where students who had completed the first year served as mentors to the current cohort of LDers.

Our third year began with 26 students and we were largely maintaining the program as it was due to lack of staff and limitations on my time and on the time of the LDers. At the end of the third year we selected our first intern from the AIESEC program (see <http://aiesec.org/> for more information) that had recently been established at AUI. At the end of the third year, I left AUI to return to the US, hoping that the new AIESEC intern could keep the program going until another faculty would take it over.

The fourth year was a transition. Hugo, the AIESEC intern did indeed keep the LDI going with 13 of the students that we had selected the previous spring. At the end of the fall semester, another faculty member, Avis Rupert, agreed to direct the LDI and with Hugo’s help they recruited 6 more students to start in the spring. They also started our first leadership conference and initiated service projects that the students did in small teams. Avis selected our second AIESEC intern Milena to help with the LDI for the upcoming fifth year.

I returned to AUI and resumed my directorship of the LDI when Avis had completed her commitment in LDI’s fifth year. Milena and I continued the program with four students who remained but could not do the LOTY and the conference and the student service projects with so little student help. We put the LOTY on hold for that year.

Our sixth year began with eighteen students and our new AIESEC intern, Luana. The LDI still had no budget from which to plan, manage and grow. But we did update our

five-year plan, resume and expand the LOTY and continue the conference. We also gave our advisory board (i.e. VPSA, VPAA, student representatives, interns and director) several initiatives to help generate funds on which to operate and expand the LDI. We did gain greater commitment of university resources through more administrative support in the form of a percentage of time (five percent) of two very capable administrative support staff, a second AIESEC intern (Tzu Yi), and a part-time student employee. Consequently we expanded in several areas. We expanded our work with campus and community by providing more leadership related sessions. Our outreach to Moroccan universities was renewed. We also intensified our fund raising efforts seeking sponsorship for our conference and the LOTY. And the LOTY was expanded from the Ifrane province (e.g. county, parish) to include associations in the Meknes prefecture (e.g. state/province). This expansion is toward the vision of the LOTY being a nationwide competition and award, consistent with our mission by raising focus on quality leadership throughout Morocco.

After my return to AUI in 2013, the new VPAA who was my previous dean, had been encouraging me to do more with the LDI, to make it more visible and better known, provide more leadership development on campus and in the community. My response was to try, but to point out that the LDI cannot do much more without more staff. Students in the program are limited by the demands of their classes and are often already very active in campus life when they join the LDI. And many are learning integrity – how to follow-through on their commitments, to keep their word. My time was also limited by my teaching, and other service duties.

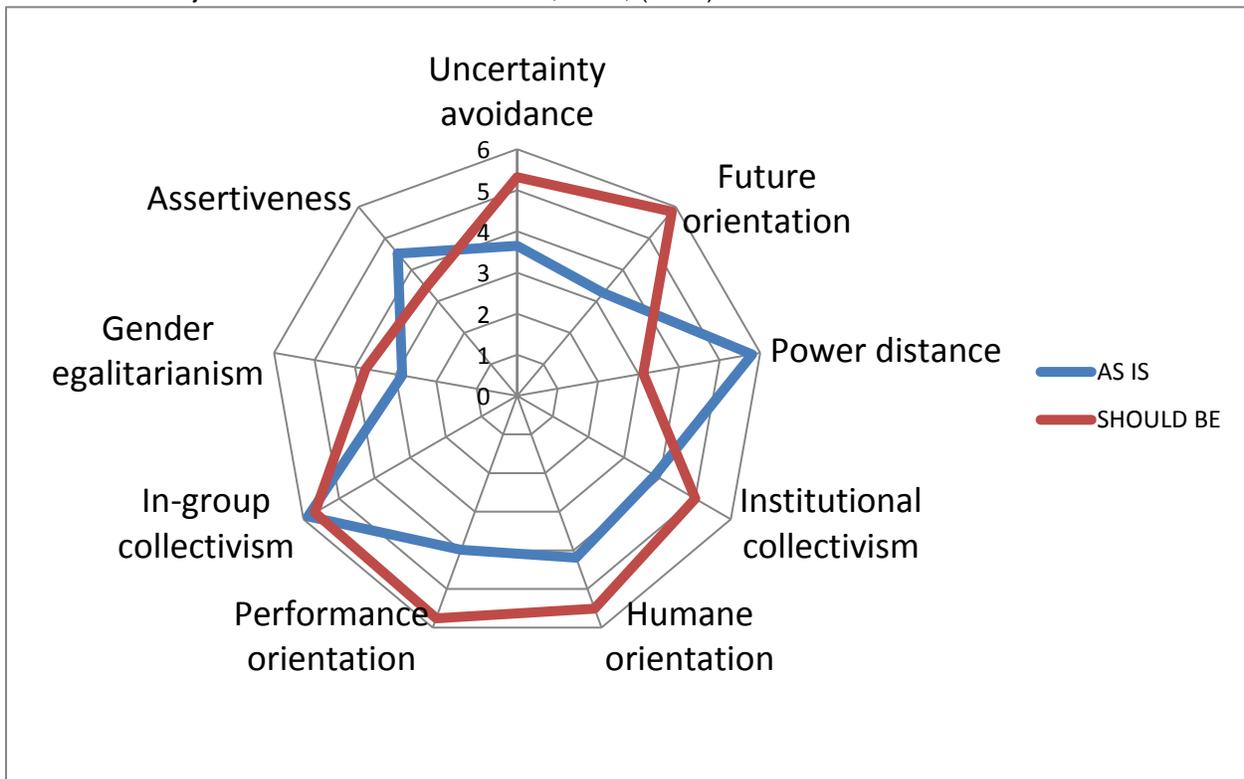
Upon my return, I had decided to more aggressively pursue our original vision of the LDI by finding ways around the staffing and funding limitations that had constrained our efforts so far. We have gained staffing through AIESEC interns who have strong backgrounds in student leadership development, which we cannot find in the local labor market, and through acquiring portions of time from more AUI staff and a student employee. The AIESEC interns have been excellent so far but are limited to a one year internship by AIESEC. Thus each new intern takes several months to grasp the LDI, adjust to Moroccan culture and to become fully effective. I felt that we needed sources of funding that we could manage ourselves and upon which we could expand the LDI to achieve its mission.

As described above, we had to adapt our approach in designing and implementing the LDI to the administrative styles of AUI's Moroccan executives. As seems common in the MENA region (Ali and Wahabi, 1995; Abdalla and Al-Homoud, 2001; Dorfman and House, 2004 among others) traditional Moroccan managers tend to be authoritarian though paternalistic, reserving control and authority over much of the operations of their organizations for themselves. This traditional management style stems from the culture, of course, primarily the cultural dimension of power distance. The GLOBE study (Carl,

Gupta and Javidian, 2004) found that Morocco was the highest country in power distance of the sixty-two societies studied. However, even though the VPs retained control over the LDI by controlling the funds and staffing available to it, they did not micro-manage. They gave me a great deal of freedom in the day-to-day operations of the LDI and in strategic decisions of how to use the limited resources.

One might say that they kept their grip on the throat of the LDI. But it is not so Machiavellian. The administrative culture at AUI and in Morocco tends to be based on unwritten rules and procedures, centralization and poor delegation of authority, low accountability, and limited planning. This is illustrated in the “as is” line on Figure 1 especially in uncertainty avoidance, power distance, future orientation and performance orientation (see House and Javidian, 2004 or other works from the GLOBE study for discussion of these cultural and leadership dimensions). Indeed, according to the accounts I hear from many of my students working in Moroccan companies, the AUI administrators are in some ways quite progressive compared to their contemporaries.

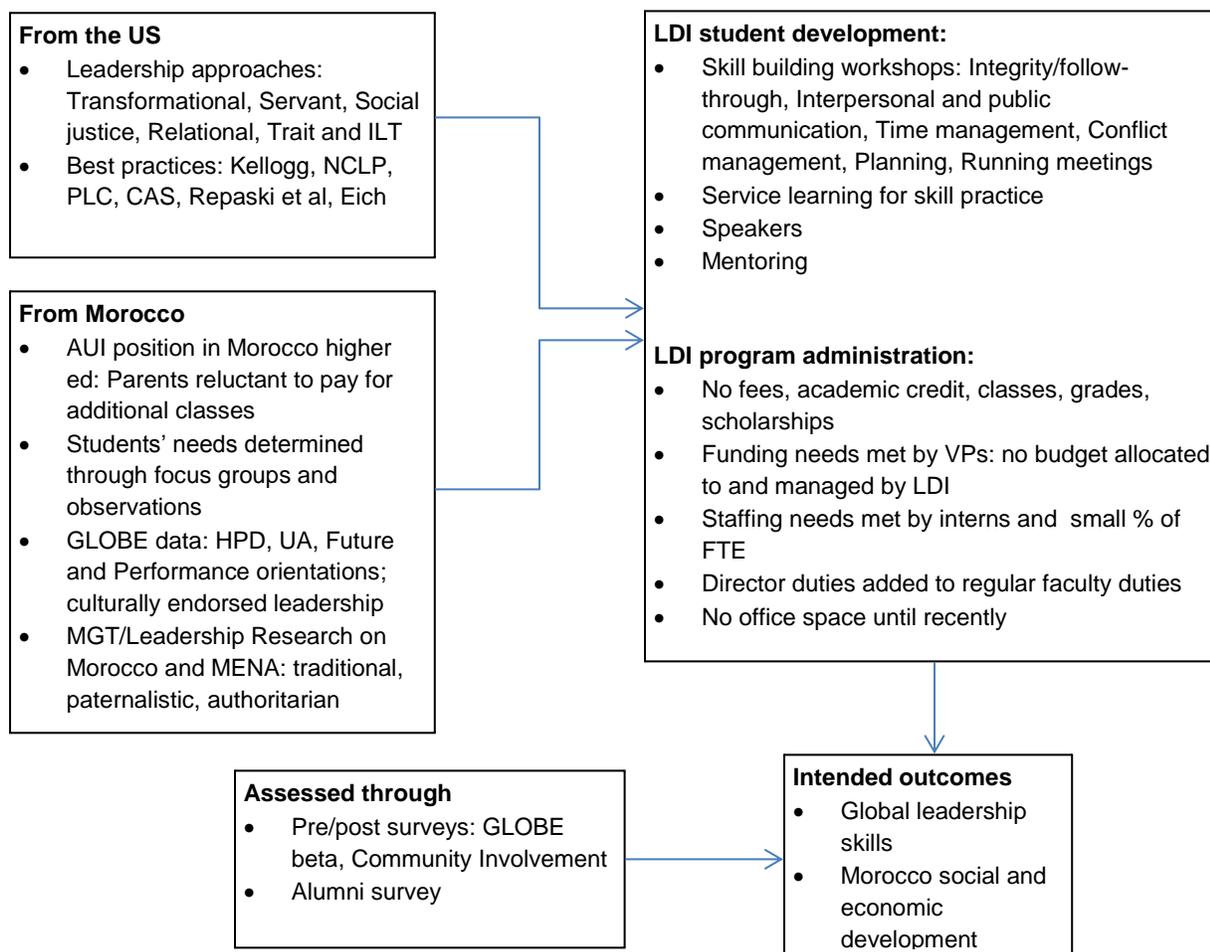
Figure 1: Differences between societal practice (as is) and societal values (should be) for Morocco mean scores from Project GLOBE data in Kabasakal, et al., (2012)



In addition to adapting to the administrative culture, an important part of how our strategy was implemented is how we adapted student leadership development from the US to be effective in Morocco with Moroccan students (see Rinehart and Chriyaa, 2009 for more discussion on this). In establishing the LDI we followed as best as we could,

the best practices from several studies of exemplary leadership programs in the US (Zimmerman-Oster and Burkhardt, 2001; Council on Academic Standards, 2003; Repaski et al., 2005; Dugan and Komvies, 2007). We also used a combination of leadership theories including transformational (Burns, 1978; Bass and Avolio, 1994), servant (Greenleaf, 1990), and social change (Austin and Austin, 1996) leadership theories that are common foundations of leadership programs in the US. In deciding what kind of leaders we wanted to develop through the LDI we used the theories noted above in addition to relational leadership (Kouzes and Pozner, 2002) along with trait and implicit leadership research (Hogan, Curphy and Hogan, 1994; House, et al., 2004) including the globally culturally endorsed leadership characteristics from Project GLOBE (see Rinehart, 2011 for a more detailed discussion of this literature). We adapted these approaches through identifying the needs of our students via the focus groups mentioned above and working with them in clubs and service learning projects in class. Figure 2 presents our model for integrating western student leadership development into Moroccan culture and higher education.

Figure 2: Model of Leadership Development Institute at Al Akhawayn University.



We have observed that our students are initially enthusiastic to take on commitments but often fail to complete them due to inability to formulate and implement a plan, procrastination, over-confidence bias, poor time management, poor interpersonal and organizational communication, and poor meeting management skills. This often puts them in situations where they break commitments they make and thus may not take those commitments very seriously. For our LDI students, this undermines their leadership by undermining their credibility and integrity (Kouzes and Posner, 2002; Jensen, 2009). Their values, words and actions are not consistent and so they are not trusted and willingly followed. In the LDI year, we work with them to keep their word, to follow-through on commitments they make and not abandon prior commitments as subsequent ones arise. Our first workshop is on ethics and integrity and we stress this throughout the program. Subsequent workshops aim at giving them immediately useful skills in time management, planning, interpersonal and group communication, running effective meetings, and conflict management. (Appendix 1 provides our weekly meeting program for fall and spring semesters of 2014-2015 as an example.)

The main service learning component of the LDI is the Leader of the Year award (LOTY). The students do all of the activities to attract strong applications, select the best ones that meet our criteria, raise money for the prize to the winning association, organize the event and obtain press coverage for the finalists and winner. They are responsible for its success and in the process they get to see some good leadership happening in associations in their country. During the fall, our workshops are timed to be immediately applied to LOTY activities. For example in the planning workshop, students are divided into teams responsible for various parts of the LOTY and they develop a plan and Gantt chart for their work. In subsequent LOTY work sessions, we work with them to implement their plan. And though the ethics and integrity workshop occurs first, throughout the LOTY we work with them to keep their commitments, to do what they said they would do in prior sessions. When scheduling conflicts arise for students that occur during our standing meetings we remind them of their prior commitment (to the LDI) and in some cases (as with professors scheduling exams and make-up classes during our meeting time) help them resolve the scheduling conflict.

For the LOTY to truly be service learning there needs to be reflective practice. We incorporate this through informal mentoring, primarily with our interns, during scheduled LOTY work sessions and when students come to the interns' office. We have also worked to use LDI alumni who are still at AUI finishing their studies to be mentors with limited success though we are working on ways to accomplish this. Our informal mentoring often entails students coming to the interns or me wanting to be told what to do and us helping them consider their options but not giving them orders as they are accustomed to receive from authorities. It may take students several months to get used

to this but most find it empowering and confidence boosting and thereby follow through on their committed tasks better.

Results of implementation

Since the official start of the LDI we have been working to assess the impact of the program on our students through pre-program and post-program assessments, satisfaction surveys, and self studies of the program. Our pre/post assessments measure students' community involvement (Liden, et al., 2008), leadership identity development (Komvies, et al., 2005; Komvies, et al., 2006), cultural and leadership styles (GLOBE Foundation, 2006). This past year we have added the Arizona Student Leadership Competencies Inventory (Arizona Board of Regents, 2011; which is no longer available online as of summer, 2015).

Our pre/post measures of community involvement and cultural leadership styles have yielded no significant results. We aggregated this data for the all students in the program each year rather than comparing individual pre-test and post-test results. This has been corrected for our most recent cohort but that data has not yet been analyzed. Data for the leadership identity development scale and more recent Arizona assessment have not been fully analyzed yet.

We have also assessed their satisfaction and feedback on workshops and speakers at end of each semester. Our satisfaction surveys have given us valuable feedback that we have used to make adjustments in the program such as finding different workshop presenters and speakers who engaged students better, eliminating some topics and including others.

And we have performed modest self studies using the criteria proposed by Zimmerman-Oster and Burkhardt (2001) and Eich (2008). Our self studies have helped us see ways to strengthen the program. Further, since spring of this year, we are using the Council for the Advancement of Standards in Higher Education (CAS, 2012) protocol to assess our overall program. This self study was completed in August, 2015. It has helped us identify the need to formalize our program in several areas including:

- establishing, implementing and assessing learning outcomes for students
- collecting into one source the various university policies and procedures that affect our program
- establishing our own policies and procedures where the University's are non-existent or inadequate (e.g. treatment of persons with disabilities; security of private and confidential information)
- being more intentional and structured in orienting our new employees (i.e. interns) to our program and the university

Our most valuable assessment to date has come from our alumni. Now that the LDI has approximately 90 alumni, we have recently surveyed them to assess the usefulness and impact of our program on their lives and careers. Twenty-three responded to our survey. Of those over half are working and over a quarter are pursuing their studies. When we asked alumni to rate how useful the skills learned in the LDI were in their professional lives, 65% (15/23) rated taking initiative and integrity as extremely useful, and just over half (12/23) rated conflict management, social responsibility and building members and membership as extremely useful. Similarly, when we asked alumni to rate how useful the skills learned in the LDI were in their personal lives, almost 70% (16/23) rated taking initiative as extremely useful, 61% (14/23) rated integrity as extremely useful, and over half (12/23) rated managing difficult conversations and creative thinking and problem solving as extremely useful. Over half strongly agree that the program changed their understanding of leadership and the program has an added value in their professional lives (13/23 and 12/23 respectively). When we asked our alumni what problems they encountered in the program, team member follow through, time management and being over committed were the top answers (10/23, 9/23, 7/23 respectively). Qualitatively many alumni told us that fundraising for the LOTY was the hardest part of the program and several noted that the program can be made better by becoming better known and recognized.

Lessons learned

- Adapting research, models and best practices in student leadership development from the US requires adjustments to the institutional constraints that are heavily influenced by host country culture. In our case we had to scrap the curricular part of our initial design, we are not able charge fees for the LDI, and we have had to work around limited budgetary and staffing resources with which to achieve our mission and five-year plan.
- Adapting research, models and best practices in student leadership development from the US requires adjustments to the context in which leadership is understood and practiced in the host country. In our case students initially understand leadership traditionally as a function of position and power. But we need to prepare them to be leaders for Morocco's future not its past.
- Having targets toward which to develop student leadership, such as that provided in the Project GLOBE research helps us to prioritize the skills and development needs of our leadership students.
- Many best practices from the US work well in developing leadership in Morocco including focusing on skills needed to be more effective leaders, learning leadership through service projects, and mentoring. Moroccan students like their American counterparts feel they learn more through experiential, learner-focused methods rather than lecture.

- Theories of leadership that serve as common foundations of student leadership in the US such as transformational leadership and servant leadership work well within the cultural context of Morocco. Social change leadership however requires empowering students on a longer term than we think we have been able to do well in our one-year program. We feel that we can do better at this.
- Student leadership programs in Morocco and perhaps other MENA countries need to focus on the specific development needs of the students which are heavily influenced by their society's culture. In our case this was initially done through focus groups and working with students in clubs and projects. Subsequently we used feedback from students to adjust the program to any changing needs.
- Recognizing where students currently are and helping them develop to where they will need to be is fundamental to education and student development in our view. The focus groups, student feedback and working closely with students shows us where they are and helps them identify what they need to improve. Research such as that provided through Project GLOBE helps define where students need to be. Our job then is to employ culturally adjusted best practices to help them get there.

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Key words

MENA, Leadership, Culture, GLOBE project, Morocco, Student leadership development, Al Akhawayn University,

Appendix 1

Fall Program, 2014

Sunday, August 31 – 8:00am till 6:00 pm

LDI Orientation and kick-off retreat – REQUIRED – Duncan Rinehart and Luana Moraes

Sunday, September 7 – 6:00-8:00

Workshop- Ethics in Leadership - REQUIRED – Duncan Rinehart

Sunday, September 14 – 6:00-8:00

Workshop – Listening and Effective Interpersonal Communication – (Jason Heffner)

Sunday, September 21 – 6:00-8:00

Workshop – Effective Leadership through Planning – REQUIRED - Duncan Rinehart
Begin LOTY

Sunday, September 28 – 6:00-8:00

LOTY Work session - REQUIRED

Sunday, October 5 – Holiday, Eid Al Adha

Sunday, October 12 – 6:00-8:00

LOTY Work session - REQUIRED

Sunday, October 19 – 6:00-8:00

Workshop – Leading effective meetings – Duncan Rinehart

Sunday, October 26 – 6:00-8:00

Achievements and Challenges – LOTY and Project group progress reports

Sunday, November 2 – 6:00-8:00

Workshop – Conflict Management for Leaders – Duncan Rinehart - REQUIRED

Sunday, November 9 – 6:00-8:00

LOTY Work session - REQUIRED

Sunday, November 16 – 6:00-8:00

Speaker-discussion – President Ouaouicha - or – LOTY work session -
REQUIRED

Sunday, November 23 – 7:00-8:30

Workshop – Emotional Intelligence of Leadership – or – stress management for
high achievers <http://www.ihhp.com/testsite.htm> <http://www.ihhp.com/quiz.php>

Sunday, November 30 – 6:00-8:00

LOTY Work session - REQUIRED

Sunday, December 7

End of Semester Celebration, evaluation, awards – REQUIRED

Spring Schedule, 2015

Sunday, January 25, 6:00-8:00

Motivating yourself and others, responsibility and initiative

Sunday, February 1, 6:00-8:00

LOTY work session – required

Tuesday, February 10, 8:00-10:00

LOTY work session – required

Tuesday, February 17, 8:00-10:00

LOTY Work session – required

Tuesday, February 24, 8:00-10:00

Tenth workshop – Effective Public Communication – Rinehart

Tuesday, March 3, 8:00-10:00

LOTY work session – required Roger Williams University collaboration

Tuesday, March 10,

Spring Break

Tuesday, March 17, 8:00-10:00

LOTY work session – required

Tuesday, March 24, 8:00-10:00
LOTY work session – required

Tuesday, March 31, 8:00-10:00
LOTY work session - required

Tuesday, April 7, 8:00-10:00
LOTY work session - required

Tuesday, April 14, 8:00-10:00
LOTY work session - required

Tuesday, April 21, 8:00-10:00
LOTY workshop – selecting the winner

Thursday, April 23 LOTY ceremony

Tuesday, April 28, 8:00-10:00
LOTY debrief and conference work session, Projects conclusion.

Tuesday, May 5 – 7:00 – 8:30 VIP ROOM
End of Year Celebration, certificates, evaluation, awards (required)

