

Leadership Development in Business Internship Program: Kevin's Company at Kanda University of International Studies

Kevin Knight

Abstract

Kevin's Company is a business internship program for the undergraduate students of the Kanda University of International Studies (KUIS) in Japan. The internship program prepares students for success as members of the global workforce upon graduation. Earlier research on Kevin's Company revealed that students had been exposed to opportunities to develop certain global competencies and identified specific changes that should be implemented to strengthen the internship program (Knight, 2008, 2009a), and the resulting changes to Kevin's Company are presented in the introduction and background section of this paper.

Moreover, it was determined that leadership opportunities in the program should be further enhanced, and this study focuses on the students' orientation to leadership development. The results of a questionnaire indicated that the students believed that they had acquired the fundamental competencies of leadership to a certain extent but lacked business knowledge. Various options exist for conducting training and development in the areas of leadership and professional communicative expertise, but the multiple dimensions of communication in Kevin's Company need to be considered when deciding on the appropriate training mix.

1. Introduction and background

Kevin's Company is a business internship program offered to second and third year undergraduate students of the Kanda University of International Studies (KUIS) in Chiba, Japan. The students who participate in the program take on the role of business consultants and create a marketing plan for British Hills, which is a residential learning facility and tourist resort located in Japan and affiliated with KUIS (<http://www.british-hills.co.jp/english/>). The students also deliver a related business presentation in which they offer recommendations for improving British Hills in their capacity as consultants.

Research conducted on how well Kevin's Company prepares students for the global workforce upon graduation indicated that a group of six students had experienced the following global competencies (Knight, 2008, 2009a) (Table 1).

Table 1

Global Competencies Experienced in Kevin's Company

Students	Competencies
Male and female students	<ul style="list-style-type: none"> ● Teamwork ● Flexible attitude ● Acting outside of your comfort zone ● Analyzing issues from many different perspectives ● Practice good listening skills ● Contribute to team building ● Understand the vision/purpose of the team
Male students	<ul style="list-style-type: none"> ● Patience with others ● Increase in confidence to work in foreign countries ● Greater willingness to take risks ● Belief that you can affect change ● Greater respect for the views of others ● Greater awareness of the relationship between different organizations ● Knowledge of the basic parts of a marketing plan ● Greater understanding of how outside factors affect a business

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

	<ul style="list-style-type: none"> ● Greater awareness of personal skills and abilities, handle problems under challenging situations ● Become receptive to learning ● Solve different kinds of problems effectively
Female students	<ul style="list-style-type: none"> ● Openness to new experiences ● Greater appreciation of teamwork ● Effectively manage your own stress ● Act dependably ● Try to express your ideas in spoken English in a way that the listener could understand ● Gather information effectively

1.1 Changes in Kevin's Company

The aforementioned research results also indicated that students in the program needed greater opportunities to experience *leadership*, enhance their *English communication skills*, understand *global issues*, and leverage *technology*. In order to provide students with these four opportunities, the following changes were made to Kevin's Company.

- *Change of business focus from domestic to international*: The students had been focusing on the domestic operations of British Hills. However, they were now asked to focus on both domestic and international opportunities for British Hills and how technologies such as the Internet could be leveraged in that regard.
- *Native English speaking professional consultants*: The students were given contact information for two professionals who had provided support for student groups in the past and/or had agreed to provide support. The "internal consultant" was deputy director of the educational department of British Hills. The "external consultant" was vice president of a bank who had a graduate degree in international business and experience participating as a team member in a business plan competition for professionals.
- *Leadership/subordinate positions*: Each of the students was placed in charge of

a specific area; i.e., (1) communications with an internal business consultant (i.e., deputy director of British Hills), (2) communications with an external business consultant (i.e., vice president of a bank), (3) domestic business planning/marketing, and (4) international business planning/marketing. At the same time (and at the request of the students), each student was assigned to support one of the leaders. Therefore, the students had dual roles as leaders and subordinates (Table 2). As two of the leadership positions were communication oriented and two were business oriented, the assignments were based on preferences of the students to the greatest extent possible and arranged so that students were involved in both business and communication activities. There was potential conflict in some areas; i.e., interviewing KUIS students (domestic marketing research) from foreign countries regarding international markets (international marketing research). The students themselves were advised to identify and resolve such conflict as necessary. A leader could request that all team members contribute to one project, such as interviewing KUIS students on campus.

Table 2

Leadership and Subordinate Roles

Leadership Role	Responsibilities	Subordinate Role
Liaison with internal business consultant	<ul style="list-style-type: none"> ● In charge of communication in English with the internal consultant (i.e., primarily e-mail) ● Contacts internal consultant to strengthen marketing plan and at the request of team members ● Reports activities to team members in weekly meetings 	<ul style="list-style-type: none"> ● May not be the subordinate of the student who serves as her subordinate ● Recommended role as subordinate of a business/marketing head

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

Liaison with external business consultant	<ul style="list-style-type: none"> ● In charge of communication in English with the external consultant (i.e., primarily e-mail) ● Contacts external consultant to strengthen marketing plan and at the request of team members ● Reports activities to team members in weekly meetings 	<ul style="list-style-type: none"> ● May not be the subordinate of the student who serves as her subordinate ● Recommended role as subordinate of a business/marketing head
Domestic business planning/marketing head	<ul style="list-style-type: none"> ● In charge of conducting domestic marketing research ● Introduces ideas for business expansion ● Reports activities to team members in weekly meetings 	<ul style="list-style-type: none"> ● May not be the subordinate of the student who serves as her subordinate ● Recommended role as subordinate of a liaison
International business planning/marketing head	<ul style="list-style-type: none"> ● In charge of conducting international marketing research ● Introduces ideas for business expansion ● Reports activities to team members in weekly meetings 	<ul style="list-style-type: none"> ● May not be the subordinate of the student who serves as her subordinate ● Recommended role as subordinate of a liaison

1.2 Leadership Perspectives (Public Sector)

The next step was to further develop the leadership skills of the students. In this regard, views of leadership from the public, private, and academic sectors were considered. The United States Office of Personnel Management (OPM) provides leadership development and training for the Federal Government. The OPM's core leadership curriculum is based on a Leadership Competency Framework consisting of 28 competencies divided into six areas: *Fundamental Competencies and five Executive Core Qualifications (ECQs)* (Table 3).

Table 3

Executive Core Qualifications (ECQs) and Leadership Competencies

Fundamental Competencies and ECQs	Competencies
Fundamental Competencies	<ul style="list-style-type: none"> ● Interpersonal Skills ● Oral Communication ● Continual Learning ● Written Communication ● Integrity/Honesty ● Public Service Motivation
ECQ 1. Leading Change	<ul style="list-style-type: none"> ● Creativity and Innovation ● External Awareness ● Flexibility ● Resilience ● Strategic Thinking ● Vision
ECQ 2. Leading People	<ul style="list-style-type: none"> ● Conflict Management ● Leveraging Diversity ● Developing Others ● Team Building
ECQ 3. Results Driven	<ul style="list-style-type: none"> ● Accountability ● Customer Service ● Decisiveness ● Entrepreneurship ● Problem Solving ● Technical Credibility
ECQ 4. Business Acumen	<ul style="list-style-type: none"> ● Financial Management ● Human Capital Management ● Technology Management
ECQ 5. Building Coalitions	<ul style="list-style-type: none"> ● Partnering ● Political Savvy ● Influencing/Negotiating

1.3 Leadership Perspectives (Private Sector)

Three perspectives of leadership that appeared in *Harvard Business Review on the Mind of the Leader* (2005) provide insight into the changing view of leadership over several decades. The first article, "Understanding Leadership," concerns the essence of leadership. This article was first published in 1961 and written by W.C.H. Prentice, who was a president of a company and a college. This article introduced leadership as the ability to achieve a goal through the efforts of others. The contents of the reprinted article were captured as follows (Prentice, 2005, 149).

The would-be analyst of leadership usually studies popularity, power, showmanship, or wisdom in long-range planning. But none of these qualities is the essence of leadership.

Leadership is the accomplishment of a goal through the direction of human assistants—a human and social achievement that stems from the leader's understanding of his or her fellow workers and the relationship of their individual goals to the group's aim.

The second article, "Managers and Leaders: Are They Different?" compares the roles of managers and leaders. This article was first published in 1977 and written by Abraham Zaleznik, who was the Konosuke Matsushita Professor of Leadership Emeritus at Harvard Business School in 2005 when the article was reprinted. The contents of the article are summarized in the following quotation (Zaleznik, 2005, 73).

Managers and leaders are two very different types of people. Managers' goals arise out of necessities rather than desires; they excel at defusing conflicts between individuals or departments, placating all sides while ensuring that an organization's day-to-day business gets done. Leaders, on the other hand,

adopt personal, active attitudes toward goals. They look for the opportunities and rewards that lie around the corner, inspiring subordinates and firing up the creative process with their own energy. Their relationships with employees and coworkers are intense, and their working environment is often chaotic.

The third article, “What Makes a Leader?” concerns emotional intelligence. This article was first published in 1997 and written by Daniel Goleman, who is the author of *Emotional Intelligence*. The summary below clearly states the importance of emotional intelligence for a leader (Goleman, 2005, 97).

When asked to define the ideal leader, many would emphasize traits such as intelligence toughness, determination, and vision—the qualities traditionally associated with leadership. Such skills and smarts are necessary but insufficient qualities for the leader. Often left off the list are softer, more personal qualities—but they are also essential. Although a certain degree of analytical and technical skill is a minimum requirement for success, studies show that emotional intelligence may be the key attribute that distinguishes outstanding performers from those who are merely adequate.

Emotional intelligence contains five components: self-awareness, self-regulation, motivation, empathy, and social skill (Table 4).

Table 4

Emotional Intelligence Components (Goleman, 2005)

Emotional Intelligence Components	Characteristics
Self-Awareness	<ul style="list-style-type: none"> ● Self-confidence ● Realistic self-assessment ● Self-deprecating sense of humor
Self-Regulation	<ul style="list-style-type: none"> ● Trustworthiness and integrity ● Comfort with ambiguity ● Openness to change
Motivation	<ul style="list-style-type: none"> ● Strong drive to achieve ● Optimism, even in the face of failure ● Organizational commitment
Empathy	<ul style="list-style-type: none"> ● Expertise in building and retaining talent ● Cross-cultural sensitivity ● Service to clients and customers
Social Skill	<ul style="list-style-type: none"> ● Effectiveness in leading change ● Persuasiveness ● Expertise in building and leading teams

1.4 Leadership Perspectives (Academic Sector)

In comparison with the aforementioned leadership competencies of the public and private sectors, the importance of professional communicative expertise (as a competency) for educational leaders was also identified in research results. Hargie, et al. (1994, 23) noted the importance of interpersonal communication skills in the implementation of business decisions and objectives.

[All] organizations, including education organizations, now operate in a turbulent environment of constant change with little indication that such pressures will be reduced in the near future [and] effective communication has been identified as a significant factor influencing the ability of organizations

to achieve their objectives....In particular, there is a growing emphasis on the importance of interpersonal communication [which] arises from the realization that the greatest challenges to management are not problems of setting objectives or making decisions but rather those of implementation. Successful implementation [sic] depends to a large extent on effective use of interpersonal communication skills.

In an attempt to replicate and expand on the research of Hargie, et al. (1994) conducted with educational managers in the UK, Knight (2009b) administered a questionnaire and conducted interviews with two educational managers at KUIS in Japan. Similarities between the two groups were discovered in the areas of key interpersonal skills and managerial problems. In regard to key interpersonal skills, the UK managers ranked the following items to be most important: “listening skills,” “handling aggression,” and “decision making.” The Japanese managers also listed “listening skills” as the highest ranking item followed by “decision making” and “time management.” It should be noted that the educational managers in the study in Japan had extensive experience working in and with the private and public sectors. Moreover, interviews with the Japanese managers in the study indicated at least 14 different communicative strategies that they employed in the workplace. The interviews also shed light on the meaning of “listening skills” (Table 5).

Table 5

Communicative Strategies of KUIS Educational Managers

Strategies	Adapted Remarks
Listening	<ul style="list-style-type: none"> ● Listen 70% of the time, and then ask questions. ● To be a good listener, watch their eyes. ● Simply be quiet and listen.
Leading and Reaching Agreement	<ul style="list-style-type: none"> ● A good leader listens to what everyone says first and then brings their opinions together.
Negotiating	<ul style="list-style-type: none"> ● Smile first. ● Make an effort to reach a win-win outcome. Avoid taking a strategy where one side wins and one side loses.
Delivering Bad News	<ul style="list-style-type: none"> ● If someone must have bad news quickly, tell the person directly.
Consistency in Content	<ul style="list-style-type: none"> ● If you say to one person that something is white and to another person that it is a different color, then people will say you are not honest.
Different Styles	<ul style="list-style-type: none"> ● Change your style to fit your audience.
Persuading	<ul style="list-style-type: none"> ● Louder voice and a lot of action.
Displaying Courtesy	<ul style="list-style-type: none"> ● Use the correct Japanese, and be courteous in the proper way. ● Smile, and watch their eyes.
Displaying Empathy	<ul style="list-style-type: none"> ● Listen to others' opinions and make an effort to understand what others think. ● It is important to empathize with the emotions of others.
Explaining	<ul style="list-style-type: none"> ● Explain carefully. ● Think clearly, and give a logical and clear explanation to others.
Communicating with Japanese vs. Native Speakers of English	<ul style="list-style-type: none"> ● Use the same approach/communication style in Japanese and English. ● Recognize that Japanese should usually change their attitude based on another's attitude.
Solving Problems	<ul style="list-style-type: none"> ● Negotiate.

Decision Making	<ul style="list-style-type: none"> ● Make a decision quickly. ● Tell the person what to do.
Dealing with Rumors	<ul style="list-style-type: none"> ● Speak to someone directly and alone. Ask him or her about the rumor and listen to his or her explanation. ● Don't believe in a rumor or bad news at first.

2. Objective

This study was designed to do the following:

1. Provide insight into how leadership skills should be further developed in participants in Kevin's Company.
2. Assess the students' understanding of leadership and of their own need for leadership related training and experiences.
3. Increase the self-awareness of students in regard to leadership development.
4. Motivate students to take action to develop their leadership skills.

3. Participants

This study was conducted with the participants in Kevin's Company for the academic year, April 2009 to January 2010. Four undergraduate students at KUIS enrolled in the business internship program, and three of the students were able to participate in the study (Table 6).

Table 6

Participants in Kevin's Company Leadership Study

● Number of Participants:	3
● Gender of Participants:	Female
● Age Range:	19-20
● Year in KUIS:	3 rd year (2 participants); 2 nd year (1 participant)

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

● Department:	International Communication Dept. (1 participant); English Dept. (2 participants)
● Overseas Study:	Yes (2 participants) -- USA (1 yr.) and Australia (2 wks.); -- Singapore and Canada (8 years total) No (1 participant)

4. Methods

The internship program is divided into three stages (Table 7). On the second day of the second stage of the internship program, the three students at British Hills were asked to complete a questionnaire that included questions about the following: (1) OPM ECQs and leadership competencies, and (2) Gender issues in leadership.

In the questionnaire, the students were first instructed to list the five ECQs in order of importance from one to five and then to score the importance of each ECQ for a leader now and five years later. Thereafter, they were instructed to score themselves in each of the 28 competencies in comparison to their peers. Next, they were instructed to list five leadership skills that would be most important to them in the workplace in the future, five obstacles that Japanese women aspiring to be leaders face in Japan, and five obstacles that Japanese women aspiring to be leaders face abroad. Finally, they were asked for the advice they would give to a young woman who wanted to become a leader in the global workplace.

Table 7

Stages in Kevin's Company

Stage	Activities	Challenges
1 (KUIS)	● The participants construct the first draft of a marketing plan and prepare to conduct research onsite at British Hills.	● The participants have a limited amount of information about British Hills.

<p>2 (BH)</p>	<ul style="list-style-type: none"> ● The participants stay at British Hills for several days during the summer break of KUIS and attend meetings with the management and staff of each department. 	<ul style="list-style-type: none"> ● The participants often realize that their previously constructed marketing plans are insufficient in one or more ways and have to overcome this setback.
<p>3 (KUIS)</p>	<ul style="list-style-type: none"> ● The participants conduct marketing research that targets the students of KUIS. ● The participants deliver a public presentation on their research results and make recommendations for enhancing the business performance of British Hills. 	<ul style="list-style-type: none"> ● The participants must persuade the audience to support their proposals. ● The audience consists of faculty members, business professionals, and students.

5. Results

The results of the questionnaire have been divided into the following four sections:

- (1) OPM ECQs (Tables 8 to 10)
- (2) OPM Leadership Competencies (Table 11)
- (3) Important Leadership Skills (Table 12)
- (4) Gender Issues (Tables 13 to 15)

5.1 OPM ECQs

Business Acumen received the highest ranking (based on average score) in a listing of the five ECQs in order of importance (Table 8). However, Results Driven was ranked most important for a leader now when each ECQ was scored individually (i.e., not ranked) (Table 9), and Business Acumen was given the highest ranking for a leader five years later (Table 10).

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

Table 8

Ranking of OUP ECQs from 1 (most important) to 5 (least important) for a Leader

ECQs	Student A	Student B	Student C	Average
Leading Change	4	2	1	2.3
Leading People	3	3	4	3.3
Building Coalitions	5	5	5	5
Results Driven	2	4	3	3
Business Acumen	1	1	2	1.3

Table 9

Relative Importance of Each OUP ECQ for a Leader Now (5 is high.)

ECQs	Student A	Student B	Student C	Average
Leading Change	2	5	5	4
Leading People	3	5	4	4
Building Coalitions	1	2	3	2
Results Driven	4	5	5	4.7
Business Acumen	5	3	5	4.3

Table 10

Relative Importance of Each OUP ECQ for a Leader Five Years Later (5 is high.)

ECQs	Student A	Student B	Student C	Average
Leading Change	3	5	5	4.3
Leading People	2	5	3	3.3
Building Coalitions	1	3	4	2.7
Results Driven	4	4	5	4.3
Business Acumen	5	5	5	5

5.2 OUP Leadership Competencies

Each student gave herself a score from 1 (low) to 5 (high) for each of the

competencies (Table 11). The group average scores were as follows.

- Fundamental Competencies: 4.4
- ECQ 1. Leading Change: 4.4
- ECQ 2. Leading People: 3.5
- ECQ 3. Results Driven: 3.6
- ECQ 4. Business Acumen: 3.2
- ECQ 5. Building Coalitions: 3.9

The group average score for all 28 competencies (i.e., Fundamental Competencies and five ECQs) was 3.9 with an individual average score range of 3.5 to 4.3.

The students were also asked to score their emotional intelligence with the results being Student A (3), Student B (5), Student C (5), but this score was not included in the aforementioned calculations.

Table 11

Personal Rating in OUP Leadership Competencies (5 is high.)

Competencies	Student A	Student B	Student C	Average
Fundamental Competencies				
Interpersonal Skills	4	5	5	4.7
Oral Communication	5	5	5	5
Continual Learning	5	5	4	4.7
Written Communication	4	3	4	3.7
Integrity/Honesty	4	4	4	4
Public Service Motivation	5	5	4	4.7
Combined	4.5	4.5	4.3	4.4
ECQ 1. Leading Change				
Creativity and Innovation	4	5	5	4.7
External Awareness	4	5	5	4.7
Flexibility	4	2	5	3.7

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

Resilience	5	5	5	5
Strategic Thinking	5	5	3	4.3
Vision	4	4	5	4.3
Combined	4.3	4.3	4.7	4.4
ECQ 2. Leading People				
Conflict Management	2	3	5	3.3
Leveraging Diversity	4	4	4	4
Developing Others	2	5	5	4
Team Building	2	3	3	2.7
Combined	2.5	3.8	4.3	3.5
ECQ 3. Results Driven				
Accountability	5	5	5	5
Customer Service	4	2	3	3
Decisiveness	5	5	5	5
Entrepreneurship	1	2	3	2
Problem Solving	4	4	4	4
Technical Credibility	2	3	3	2.7
Combined	3.5	3.5	3.8	3.6
ECQ 4. Business Acumen				
Financial Management	1	4	5	3.3
Human Capital Management	3	2	4	3
Technology Management	2	5	3	3.3
Combined	2	3.7	4	3.2
ECQ 5. Building Coalitions				
Partnering	3	3	4	3.3
Political Savvy	2	5	5	4
Influencing/Negotiating	4	5	4	4.3
Combined	3	4.3	4.3	3.9
Total	3.5	4	4.3	3.9

5.3 Important Leadership Skills

The students each listed the five leadership skills that would be most important for them in the workplace in the future. Students A and C listed OPM leadership competencies, whereas Student B listed the leadership skills in her own words (Table 12).

Table 12

Five Most Important Leadership Skills in Workplace in Future

Ranking	Student A	Student B	Student C
1	Accountability	Strategic management of workload	Accountability
2	Continual learning	Power to lead the team to a goal	Interpersonal skills
3	Results driven	Come up with ideas to make a profit	Political savvy
4	Conflict management	Ability to make the team cooperate	Resilience
5	Strategic thinking	To be polite and strict	Vision

5.4 Gender Issues

In Tables 13 to 14 are displayed the challenges or obstacles that the students believe aspiring Japanese female leaders face in the workplace “in Japan” (Table 13) and “overseas” (Table 14). Therefore, in Table 13, the responses of Student A should be interpreted as a Japanese female *lacks and/or needs to gain* entrepreneurship ability, technical credibility, technology management skill, financial management skill, and the skill to develop others. In Table 13, all of the responses of Student C and responses 4 and 5 of Student B should be interpreted likewise; i.e., a Japanese woman *lacks and/or needs to gain* skills in the areas listed in order to succeed. The responses in Table 14 of Students A, B, and C should also be interpreted in the manner just described with the exception of responses 3 to 5 of Student B.

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

In Table 15, Student A is recommending that a young female aspiring to a leadership role *acquire* entrepreneurship skill, etc. The advice of Students B and C for young women is clear.

Table 13

Five Challenges for Aspiring Japanese Female Leaders in the Workplace in Japan

No.	Student A	Student B	Student C
1	Entrepreneurship	Gender discrimination based on traditional views	Political savvy
2	Technical credibility	The lack of opportunities to have business chances and better positions	Conflict management
3	Technology management	The lack of social support (e.g., raising children)	Decisiveness
4	Financial management	Strategic thinking	Emotional intelligence
5	Developing others	Technical credibility	Flexibility

Table 14

Five Challenges for Aspiring Japanese Female Leaders in the Workplace Abroad

No.	Student A	Student B	Student C
1	Entrepreneurship	Negotiating	Technology creation ability
2	Financial management	Vision	Flexibility
3	Leading people	Lack of competitive spirit	Accountability
4	Technical credibility	Health (if the person is used to Japan)	Interpersonal skills
5	Technology management	Facing cultural conflicts	Entrepreneurship

Table 15

Advice for a Young Female Aspiring Leader to Succeed in the Global Workplace

No.	Student A	Student B	Student C
1	Entrepreneurship	Be aggressive.	Have a clear vision of the future.
2	Technical credibility	Be sociable.	Be positive, and lead other people.
3	Technology management	Believe in your instincts.	Know society (politics, trade, etc.)
4	Financial management	Be helpful/cooperative to those who need a helping hand.	Solve many problems calmly.
5	Leading change	Be smart.	Be responsible for your leadership.

6. Discussion and Conclusions

Based on the changes already made in Kevin’s Company and the results of the questionnaire, what is best way to further develop the leadership skills of the students? The following four topics should be considered in this regard:

- Leadership competencies and problem-based learning (PBL)
- Professional communicative expertise development
- Gender issues
- Success expectations and critical moments

6.1 Leadership Competencies

U.S. OPM’s Core Leadership Curriculum

One program that provides insight into leadership development is the U.S. OPM’s Core Leadership Curriculum for developing the competencies of high performing leaders (Table 16). In view of this leadership curriculum, a different, multilevel curriculum based on the needs of KUIS students could be developed.

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

In addition, the Leadership Development Toolkit of the USDA lists a six-step process for actualizing leadership development goals (based on OPM leadership competencies) that includes the following steps: 1. Identify your goal, 2. Assess your proficiency, 3. Identify learning experiences, 4. Create your development plan, 5. Complete your learning experiences, and 6. Assess your progress. (pp. 15-20) Creating a similar process by which KUIS students identify and realize their leadership goals would be very desirable.

The learning experiences described in the Leadership Development Toolkit are divided into three areas: formal classroom training, developmental assignments, and self-directed activities (Table 17). If Kevin's Company is perceived as a business, then the learning experiences in Table 17 have significant value. The key to success is to creatively adapt ideas such as these to meet the needs of KUIS students. For example, former students in Kevin's Company could take on mentoring roles for the benefit of newcomers.

Problem-based Learning

Problem-based learning (PBL) (Edwards, 1999; Kwan, et al., 1997; Simsen, et. al., 1997) could be a very effective approach to leadership development in Kevin's Company. The students are already actively engaged in learning as a group. The problems (i.e., cases) would have to be drafted so that the students' interactions lead them to attain the desired competencies within the context of the business internship program.

Table 16

Recommended OPM Leadership Courses

Level	Seminars	Target	Competencies Emphasized
1	Leadership Potential	Emerging Leaders	<ul style="list-style-type: none"> ● Continual Learning ● Influencing/Negotiating ● Interpersonal Skills ● Leveraging Diversity ● Public Service Motivation
2	Supervisory Leadership	New Supervisors	<ul style="list-style-type: none"> ● Accountability ● Developing Others ● Human Capital Management
3	New Managers	New Managers	<ul style="list-style-type: none"> ● Accountability ● Conflict Management ● Human Capital Management ● Strategic Thinking
4	Management Development	Mid-level and Experienced Managers	<ul style="list-style-type: none"> ● Human Capital Management ● Strategic Thinking
5	Executive Development	Senior Leaders	<ul style="list-style-type: none"> ● External Awareness ● Interpersonal Skills ● Oral Communication ● Political Savvy ● Strategic Thinking
6	Leadership for a Democratic Society	Senior Leaders	

Table 17

Learning Experiences for Leadership Competency Development

Type of Learning Experience	Examples
Formal Classroom Training	<ul style="list-style-type: none"> ● Colleges, universities, private organizations
Developmental Assignments	<ul style="list-style-type: none"> ● Shadowing ● Rotations and cross training ● Special teams, task forces, and assignments ● Action learning projects ● Mentoring or teaching others ● Community service
Self-Directed Activities	<ul style="list-style-type: none"> ● Distance learning opportunities ● Reading ● Coaching ● Forums, briefings, and seminars ● Networking ● 360 degree assessment

6.2 Professional Communicative Expertise

In Kevin's Company, students should be taught to view the workplace as having multiple communities of practice (Scollon, 1998) and ways of engaging with others in a community (i.e., their discourses) (Gee, et al., 1996).

Moreover, the students need to clearly understand that there are linguistic resources with which they can manage meaning and negotiate change. The individual with professional communicative expertise is capable of effectively participating in a range of social practices (Fairclough, 1992; Fairclough and Chouliaraki, 1999) with a variety of actors in different roles and settings, including sites of engagement (Scollon, 1998, 2001) and among these what participants see as crucial sites of engagement at critical moments (Candlin, 1997). He or she can effectively utilize the different modes of discourse (institutional, professional, personal) (Sarangi, et al., 1999), employing multiple communicative strategies interdiscursively (Candlin, et al., 1997) without thought (i.e., tacit knowledge) (Candlin, 2002; Hak, 1999).

In view of professional development, Boswood (1999) has provided a working definition of professional communicative expertise. However, a number of different approaches to developing professional communicative expertise exist, and the challenges in program design include the following. Firstly, professional development programs should enable a participant to become a reflective practitioner (Schön, 1983, 1987) and to identify and overcome any "skilled incompetence" (Argyris, 2002). Additionally, the social-psychological issue of "identity" (Goffman, 1959; Watson, 1996; Iedema, et al., 2003; Longo, 1994) needs to be addressed when formulating the "training mix," and the possible effectiveness of mentoring should be considered in that regard (Chiaramonte & Mills, 1993; Alfred, et al., 2000). Moreover, the tacit knowledge of the expert (Candlin, 2002, 2003; Hak,

1999) should be made accessible to those being trained. Finally, English for specific purposes (ESP) training (Knight, et al., 2009), which is focused on crucial sites of engagement and critical moments, would benefit Kevin's Company consultants.

6.3 Gender Issues

In regard to leadership, professional communicative expertise, and gender issues in the workplace, Kolb, et al. (2006, 1) shed some light when they described second-generation issues and the need for negotiation skill as follows.

[Research] has shown that business and professional organizations often operate in ways that can place women at a disadvantage. Labeled second generation issues to distinguish them from overt discrimination and bias, certain structures, cultures, and norms of operating that appear natural and neutral on the surface can have differential effects on men and women...[Second] generation issues mean that women often have to ask for and negotiate about things that men generally do not—good assignments, comparable titles, and/or credit for invisible work, among other issues. While few would argue that everybody needs to negotiate in order to be successful in today's workplace, second generation issues {sic} make it more important that women who aspire to leadership do negotiate and do so effectively.

Preparing aspiring female leaders to be successful negotiators in the workplace implies the need to better understand what is negotiated. Kolb, et al. (2006, 2) stated that women negotiated for the financial and human resources required to “create value for their organizations” and to obtain “support from other leaders and buy-in from their teams.” In Kevin's Company, ESP training focused on negotiating such support is required.

6.4 Success Expectations and Critical Moments

After spending weeks to prepare a marketing plan, the students in Kevin's Company visit British Hills where they are inundated with new data in a scenario that reflects to some extent the underlying principles of adult learning and PBL (Edwards, 1999, 16). The unexpected introduction of this new data, however, has the effect of threatening the images that students have of themselves as successful consultants (i.e., their workplace identities). Therefore, steps need to be taken to increase the students' success expectations (Knight, 2002; Good & Brophy, 1995) and move them toward an "expansion of self" (Ribeiro, 1996, 189).

In the process of completing the leadership questionnaire for this study, the students had to consider themselves as leaders. The students were also instructed to conduct their marketing research as if they were "owners" of British Hills. Moreover, at British Hills, they were shown a video of the presentation of "finalists" in an MBA business plan competition so that they could conduct their onsite marketing research with their final presentation in mind.

In conclusion, the complexity of the environment and the multiple dimensions of communication in Kevin's Company need to be considered and addressed with the appropriate tools (i.e., the "training mix") for further developing the leadership competencies of the students.

References

- Alred, G. & Garvey, B. 2000. *Mentoring & tutoring*, Vol. 8, No. 3, 261-272.
- Argyris, Chris. (2002). Double-loop learning, teaching, and research. *Academy of management learning and education*, 1 (2): 206-218.
- Boswood, T. (1999). Redefining the professional in international professional communication. In C.R. Lovitt and D. Goswami (Eds.), *Exploring the rhetoric*

of international professional communication: An agenda for teachers and researchers (pp. 111-138). Amityville, NY: Baywood.

Candlin, C. N. & Maley, Y. (1997). Intertextuality and interdiscursivity in the discourse of alternative dispute mediation. In B.L. Gunnarsson, P. Linell, & B. Nordberg (Eds.), *The construction of professional discourse*. London: Longman.

Candlin, C. N., Maley, Y., Crichton, J. & Koster, P. (1994). *The language of lawyer-client conferencing*. Sydney: Law Foundation of New South Wales & Macquarie University, Department of Linguistics, Centre for Language and Social Life.

Chiaromonte, P. & Mills, A.J. (1993). Self-reflection counselling as an instrument in organizational learning. *British journal of guidance & counselling*, 21(2), 145-155.

Edwards, T. (1999). Biochemistry in problem-based mode: Learning experiences for students and staff. *Australian society for biochemistry and molecular biology newsletter*. Vol. 30, No. 2, 15-18.

Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.

Fairclough, N. & Chouliaraki, L. (1999) *Discourse in late modernity*. Edinburgh University Press, Edinburgh.

Gee, J. P., Hull, G. & Lankshear, C. (1996). *The new work order: Behind the language of the new capitalism*. Boulder, Colorado: Westview Press.

Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday, Anchor.

Good, T.L. & Brophy, J. (1995). *Contemporary educational psychology*. White Plains, NY: Longman.

Goleman, D. (Nov-Dec 1998, 2005). What makes a leader? In *Harvard business*

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

- review on the mind of the leader* (pp. 97-121). Boston, MA: Harvard Business School Publishing Corporation.
- Hargie, C., Tourish; D. & Hargie, O. (1994). Managers communicating: An investigation of core situations and difficulties within educational organizations. *The international journal of educational management*, Vol. 8 No. 6.
- Iedema, R. & Scheeres, H. (2003). From doing work to talking work: Renegotiating knowing, doing, and identity. *Applied linguistics*, 24(3), 316-337.
- Knight, K. (2002). Motivating learners through pain and pleasure. *JALT 2002 at Shizuoka conference proceedings*. (pp. 54-57). Retrieved from <http://jalt-publications.org/proceedings/2002/contents.html>
- Knight, K. (2008). Global workforce development through business internship program: Kevin's company at Kanda University of International Studies. *The journal of Kanda University of International Studies*, 20, 207-234.
- Knight, K. (2009a). Business internship program development in light of professional communication research: Kevin's company at Kanda University of International Studies. In V. Bhatia, W. Cheng, V. Du-Babcock & J. Lung (Eds.), *Language for professional communication: Research, practice & training* (pp. 235-249). Hong Kong: City University of Hong Kong, Asia-Pacific LSP and Professional Communication Association and the Hong Kong Polytechnic University.
- Knight, K. (2009b). Managers communicating: An investigation at a university in Japan. Unpublished research paper.
- Knight, K., Lomperis, A.E., van Naerssen, M., Westerfield, K. (2009). *English for specific purposes: An overview for practitioners and clients* (academic and corporate). Denver, Colorado: TESOL 2009. Powerpoint submitted for publication.
- Kolb, D. & Kickul, J. (2006). It pays to ask: Negotiating conditions for leadership

success. In CGO *insights* #23. Simmons School of Management.

- Kwan, C.Y., Chan, L.C., Nicholls, J.M., Sheng, H.P. & Wong, T.M. (1997). Problem-based learning (PBL) in teaching physiology and pathology. In D. Kember, B.H. Lam, L. Yan, J.C.K. Yum & S.B. Liu (Eds.) *Case studies of improving teaching and learning from the Action Learning Project* (pp. 115-123). Hong Kong: Action Learning Project.
- Longo, B. (1994). Current research in technical communication: The role of metadiscourse in persuasion. *Technical communication*, 41 (2), 348-355.
- Prentice, W.C.H. (Sep-Oct 1961, 2005). Understanding leadership. In *Harvard business review on the mind of the leader* (pp. 149-167). Boston, MA: Harvard Business School Publishing Corporation.
- Sarangi, S., & Roberts, C. (1999). The dynamics of interactional and institutional orders in work-related settings. In S. Sarangi, and C. Roberts. (Eds.), *Talk, work, and institutional order: Discourse in medical, mediation, and management settings* (pp. 2-57). Berlin: Mouton de Gruyter.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Scollon, R. (1998). Interdiscursivity and identity. In R. Scollon, *Mediated discourse as social interaction: A study of news discourse* (249-66). London: Longman.
- Scollon, R. (2001). Action and text: Towards an integrated understanding of the place of text in social (inter)action, mediated discourse analysis and the problem of social action. In R. Wodak and M. Meyer, *Methods of critical discourse analysis* (pp.139-183). London: Sage Publications.
- Simsen, B., Yung, H. & Leed, D. (1997). *Learners and teachers: Introducing*

Leadership Development in Business Internship Program:
Kevin's Company at Kanda University of International Studies

- problem-based learning. In D. Kember, B.H. Lam, L. Yan, J.C.K. Yum & S.B. Liu (Eds.) *Case studies of improving teaching and learning from the Action Learning Project* (pp. 103-114). Hong Kong: Action Learning Project.
- U.S. Department of Agriculture. (1996). Leadership competency framework. (Departmental Regulation No. 4040-412-001). Retrieved from <http://www.ocio.usda.gov/directives/doc/DR4040-412-001.htm>
- U.S. Fish and Wildlife Service. (2008). Leadership competency development model. Retrieved from <http://training.fws.gov/LED/competencymodel/Sidebar/leadership.html>
- U.S. Office of Personnel Management. Leadership development and training. Retrieved from <http://www.leadership.opm.gov/AboutUs/Journey/index.aspx>
- Watson, D. (1996). Individual and institutions: The case of work and employment. In M. Wetherell. (Ed.), *Identities, groups and social issues*. London: Sage.
- Zaleznik, A. (May-Jun 1997, 2005). Managers and leaders: Are they different? In *Harvard business review on the mind of the leader* (pp. 73-96). Boston, MA: Harvard Business School Publishing Corporation.