



Cultural Exchange & Impact

Global Livingston Institute: Global Scholars Fellowship Program

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Overview

Target Audience

In this cultural exchange impact assessment, there are four target audiences. They are as follow:

1. Global Livingston Institute's Staff and Board Members
2. Ugandan and Rwandan Policymakers
3. Businesses and International Organizations
4. Cultural Exchange Programs

Stakeholders

The following stakeholders are considered to be relevant in cultural exchange. The breadth of stakeholders represents multiple paths of impact for suggestions driven by GLI. The stakeholders are as follow:

1. Schools and Students
2. Fellowship Organizer
3. Host Communities
4. Embassies
5. CEO's of International Companies
6. Nonprofits Focused on International Missions

Problem Definition

Capitalism has paved the road for multiple states of development in the world. In hindsight, capitalism has motivated the usage of exploitation as a tool to build capital at the dismissal of humanitarianism. The temptation of building capital has inherently concentrated wealth and created cultural immersion. Eastern Africa, however, has untapped cultural immersion activity and development. With that being said, cultural integration is a powerful mechanism to promote immersion and stronger economies as well as improve leadership capacities. Cultural integration and exchange can happen both on a virtual platform and within a personal setting to promote more understanding. If cultural information exchange is done improperly or the participants feel they did not receive adequate information, it results in appropriation and disrespecting diverse customs that can transcend into society after the initial exchange. With the prevalence of COVID-19, cultural exchange is adapting by moving to a virtual platform. In this paper, we will compare and contrast cultural exchange and impact in the in-person and virtual platforms. In addition, We will analyze and offer suggestions for GLI to incorporate additional information into their metrics to measure cultural exchange.

Significance

A globalized world relies on high levels of cultural engagement. It is important to understand the significance and impact that cultural interactions have on various groups. Cultural interaction can be found through several methods. In some cases, the lack of proper and effective cultural exchange harmed the host and visiting groups. Spreading awareness of how to approach cultural exchanges and interaction can improve global citizenship and real understanding of the world.

Research Goals

1. Examine the impact of cultural exchange through all relevant lenses.
2. Compare and contrast the implications of in-person and virtual cultural exchange programs.
3. Assess how GLI should measure its emphasis on cross-cultural collaboration & empathy building.
4. Determine how GLI can better capture the impact of its immersion programming and similar areas.

Our research investigation falls into four categories: (1) Cultural Implications, (2) Virtual Exchange, (3) Economics, and (4) Leadership/Organizational Behavior.

Cultural Implications

GLI's mantra of Listen. Think. Act. aims to facilitate cultural exchange on equal footing between participants. Through its various exchange programs, GLI brings American students and professionals in their fields to Uganda to engage in reciprocal exchanges of ideas and experiences. Natural power dynamics have remained from periods of colonialism and neocolonialism (Guo, 2014). Therefore, when entering these exchanges, in order to create sustainable and lasting change that genuinely helps the community, there must be power-conscious discourse to promote genuinely reciprocal relationships.

Listen: Preparation is Essential for Successful Exchange

In order to reverse ingrained power dynamics, preparation is essential. Before every program, GLI fosters connections between participants and prepares them to engage in conversations through reading material and discourse. During our interview with Tom Karrel, the Director of Operations in East Africa for GLI, he shared that the most successful exchanges are attached to a course. Students with a semester's worth of preparation to learn history, study colonialism, and research development were able to engage in more in-depth conversations and had more successful exchanges. Preparation is important for the host community as well. Two Entusi

Resort Staff members, Reagan Nowamaani and Raymond Bokua, shared that to prepare for these exchanges, they create an environment in which all participants feel comfortable and are judicious about which community members they choose to connect to the students.

To maintain equal footing, participants must be empathetic and listen. The “Listen” portion of GLI’s mantra is a critical step of cultural exchange. Cultural exchanges should make participants feel uncomfortable and challenge how they view the world. Therefore, perspectives might be changed, and participants need to be able to see complexities and nuances in issues and be flexible in their thinking to accommodate new ideas.

Think: Self Reflection on Power Dynamics

After listening, self-reflection allows participants to receive more benefits from the exchange. “Think” in GLI’s motto encourages participants to put these conversations into context and question the broader implications of development, exchange, and the globalized world. When looking at development work, few people ask the question, “what is my role here?” and “am I taking the place of a local person that can do this job?” (Interview with Tom Karrel, 2020). These questions are inseparable from cultural exchange because negative historical exchanges from colonialism directly impact them. The power dynamics that have been passed down through colonialism and neocolonialism shape the way Westerners are viewed today in Ugandan society. In their joint interview, previous GLI exchange trip participants William Lively and Sarah Howerton shared their experiences of receiving special treatment due to their perceived status as a result of being American. GLI makes a point to address these imbalances when preparing for the trip. However, students must also take time to reflect on their experiences to understand and contextualize the impact of these power structures. Therefore, these exchanges are an important time to reflect on the role American’s play when coming into Uganda and how that impact is informed by culture and history (Student Interview, 2020).

Act: Outcomes from Cultural Exchange

When genuinely reciprocal cultural exchange occurs, the outcomes form stronger bonds between those communities. Cultural exchange establishes trust and forms sustainable relationships (Entusi Interview, 2020). The most significant impact of cultural exchange is the network developed among the participants. Those relationships lead to mutually beneficial, creative solutions. For example, GLI runs a Mental Health Summit to connect US Mental Health professionals with Ugandan professionals to compare practices and grow from each other and build lasting relationships to continue collaborating (2021 NBCC Institute, 2020). This summit is a perfect example of bringing together professionals on equal footing to help a community and listen to their needs while comparing expertise. When solutions take into account the needs and wants of the community while actively involving them in the process, the exchange eliminates dependency and promotes sustainable development.

As an organization, GLI gains value from donors and its board of directors going on these cultural exchange trips. Stakeholders get much better insights into the impact of development and the importance of the community relationships GLI has built. By getting donors interested and involved in the cultural exchange as well as the investment in development, they form deeper relationships and establish more trust with GLI as an organization and the projects in Uganda and Rwanda (Interview with Tom Karrel, 2020).

In the greater context of the globalized world, cultural exchange promotes multiculturalism. Communication across cultures is becoming a more important skill as businesses and other organizations create more international partnerships. The ability to develop genuine and reciprocal relationships is an asset to many organizations (Lauber). In addition, cultural exchange engages both the host community and the visiting community in developing a solution. By centering that solution on the host's needs with the shared ideas of the partnership, the solution will be more sustainable and targeted for the specific community needs. Equal cross-cultural partnerships can improve social development work while also challenging stereotypes about the host countries of these partnerships (Entusi Interview, 2020).

Further Study

To further study the impacts of cultural exchange, different lenses have potential impacts on the exchanges. The role of a common language is an important topic because Uganda is an English speaking country. How would these exchanges look different if they were occurring between countries that did not share a language? Another facet that requires more exploration is how power dynamics change when neither country is a colonial power? How do the barriers change when not dealing as directly with the power structures left over from colonialism? In addition, these same power dynamics exist within the USA, so an interesting research project could compare the tools used to facilitate international cultural exchange with diversity and inclusion tools in America to improve both.

Virtual Exchange Impact

Informal Cultural Exchange VS. Formal Virtual Classrooms

When discussing cultural exchange, the first thing that comes to mind is travel experiences that involve learning about unfamiliar cultures and traditions. However, cultural exchange takes place online everyday both in formal virtual classroom settings and in less formal settings like on social media where multicultural content is shared and exchanged. For instance, various cultural institutions such as museums have begun to shift their use of social media platforms from a marketing tool to more of an online experience in order to reach broader audiences. Although

GLI created the virtual GSFP to replace existing in-person programs, other organizations and institutions have been advocating virtual exchange and its benefits for decades. For example, for almost a decade the Virtual Exchange Coalition has been connecting organizations and institutions around the world who provide international virtual classrooms in order to continue to improve the quality of cultural exchange.

Global Competency and Skills

In recent years, cultural exchange has grown in popularity as global competence has become an increasingly sought-after skill set in individuals; however, for many, international travel may not be possible for a variety of reasons. It is estimated that less than 1% of young people participate in international exchange programs. Virtual exchange programs and classrooms seek to close this gap by offering a more accessible avenue to develop one's global competence. These skills specifically focus on four areas: knowledge, attitudes, skills, and values. These four focus areas emphasize the importance of learning to understand, respect, and effectively communicate with individuals and communities with different cultural backgrounds. Individuals who are better able to apply these skills to an international context are more likely to operate effectively in multicultural settings making them better equipped to engage with our increasingly globalized world.

Study Abroad Alternative

Although most people would prefer to experience cultural exchange through in-person travel abroad, there are a number of reasons why travel abroad is not accessible to everyone. These reasons include expenses, inability to take time off work, mental or physical health, family care, or anxiety about international travel. Over the years the communities in America are getting more diverse and the probability of meeting people from different cultures is high. Our classrooms, workplace, favorite restaurant, grocery store, gyms are made up of people from rich cultural backgrounds we can learn from. However, with the recent development of social distancing, cultural exchange within communities seems impossible. As people navigate through life of social distancing in the midst of a pandemic, virtual cultural exchange removes some barriers to participate. This innovative way of learning connects people around the world to learn about people's culture, global issues, exploration of interests while accounting for the various personal reasons which make travel abroad a burden for some.

Virtual Exchange Value

Due to COVID-19 and the cancellation of most study abroad programs, a number of institutions and organizations like the GLI have worked to generate virtual exchange programs to continue to provide settings for multicultural dialogue. The Global Scholars Fellowship Program is one such example of this. In this way, COVID-19 has given the GLI the chance to build its virtual exchange capacity by establishing a foundation.

Furthermore, it is currently unknown how long it will remain unsafe to travel due to the pandemic; however, many scholars say that even after COVID-19 is no longer a major threat, certain students, their families, and their institutions may feel more comfortable staying in their country of residence rather than venturing abroad. Scholars are speculating that this effect may be attributed to the psychological stress that has been generated around the idea of travel and its correlation with the current pandemic and potential future diseases. For this reason, the reliance on virtual classrooms and exchange programs is expected to exponentially increase.

Although many of us would prefer to be engaging with one another in-person, there is still value to what we have accomplished in the GSFP virtual classroom. Rather than regretting the lost opportunity to bring individuals to visit Ugandan and Rwandan communities in-person, the GLI should view this as an opportunity to expand its programming to a wider audience in the long-run with virtual exchange. This could be accomplished by adopting this virtual fellowship into GLI's schedule of regularly offered programs.

Economic Impact

Economic Overview of Rwanda and Uganda

Rwanda has set the tone of development for Eastern Africa. In fact, prior to COVID-19, Rwanda was in the middle of an economic boom. 26 years removed from the 1994 genocide and civil war, Rwanda has developed strong capacities in energy, agriculture and transport sectors. The National Strategies for Transformation captivates Rwanda's goal to reach High-Income Country status by 2050 (World Bank, 2020). This program was implemented following the imposition of two five year economic strategies. The positive outcome of the poverty reduction programs is captivated by a growth average of 7.5% from 2008 to 2018 (World Bank, 2020).

North of Rwanda, Uganda's economic growth alludes to the expansion of several industries. These industries include agriculture and tourism. From 2010 to 2017, agriculture rose from 22% to 24% of Uganda's GDP (World Bank, 2020). On the other hand, experts predict that the share of GDP from tourism has reached 23% of export commodities and services (World Bank, 2020). The increased economic impact of tourism in Uganda is associated with an absolute advantage in tourism largely from areas of safaris and both African culture and history (English & Ahebwa, 2018). While domestic growth rate is a notion worth steady analysis, international tourism represents boundless opportunities of economic growth.

Development Challenges

There are challenges that Rwanda and Uganda must overcome to develop in a sustainable manner. Rwanda, for instance, has low domestic savings. As a result of low per capita income in Rwanda, the masses spend a significant share of their earnings in domestic expenditure, leaving less than 12 percent of their income for saving and future investment. This has reduced potential economic growth, as consumption rates remain higher than alternatives mean of currency utilization (ie. investments and savings) (Mwai, 2019). High cost of energy serves as a hindrance to private investment in Rwanda. As the Economics state that no economy can stand on its own and survive, this is the same story that Rwanda has got a number of resource but it lack enough energy however much the Rwandan Government has put efforts to ensure most people have access to power and energy, it has not stop it being very expensive to Rwandese. This is majorly because most power used in Rwanda is imported from neighboring countries like Uganda and DR Congo over 0.9 billion kilowatts per hour was important in 2017. This increases taxes making it expensive to the final consumer in Kigali, Gisenyi and any other part of the country. As a result most other businesses are facing it as a challenge to survive with such an increasing cost of production.

GLI's Role in Rwanda and Uganda's Economic Development

The Global Livingston Institute supports many initiatives in Eastern Africa including Entusi Resorts, music festivals and sustainability projects. Entusi Resort, for instance, provides employment opportunities and the circulation of currency in the local capacity, so staff members can invest money into their respective community. Entusi also hosts the Global Livingstone's Women Leadership Retreat, which brings together women from across the world. Despite the expansion of GLI's initiatives, there are considerable economic challenges, some that directly relate to COVID-19. At Entusi Resort, there have not been any new customers and thus no revenue streams. GLI is, thus, in a unique position to market products and services for Entusi Resort and similar entities.

Suggestions for GLI

The Global Livingston Institute economic impact is rooted in its ability to maintain and expand cultural exchange efforts. As COVID-19 has dismantled former levels of economic output from tourism, cultural exchange programs must adapt their strategies to develop trust between different staff and members of the population. This is because cultural bias affects trust and inadvertently reduces trade rates (Guiso, Sapienza, & Zingales, 2004). With that being said, the GLI has a prime opportunity to assist in the domestic and global marketing of initiatives, such as Entusi resort. Granted that international tourism is estimated to decrease by 60% by the end of 2020, GLI must reconsider how the organization and its respective initiatives are perceived in the local and international context (Stacey, 2020). Entusi Resort, for instance, once permitted to begin business by the Rwandan government, must market itself as a trusted organization. This is

an important consideration to increase trade rates, particularly at the domestic level. Actionable steps that GLI can take to assist the portrayal of partner organizations are: (1) reporting the economic impact (and importance) of Entusi Resort and similar initiatives that produce economic sustainability (in quarters), (2) incorporating relationship marketing concepts in marketing schemes and (3) focusing on sales promotion mechanisms.

Leadership and Organizational Behavior Impact

Globalization has become a key facet in all forms of business and communication, thus the demand for knowledge and skills that pertain to cultural intelligence or experience is astoundingly high. By having an inept cultural leader, or characteristics of one, it could bridge cultural differences that arise within a workplace or team. If there is limited knowledge of handling or understanding cultural diversity, it could generate a plethora of situations that would negatively impact the cohesion of teams, the level of communication, the organization(s) brand and finances, and generates a higher chance for counterproductive behaviors within personnel (SITE). If there is limited cultural exposure, especially within conservative societies, it also generates more definitive social categorization which normalizes and systemizes stereotypes and prejudices (SITE). Given the current progression of international collaboration and community impact goals, the demand for having a multicultural leader who listens, distinguishes and manages varying diversities, is incredibly high (Tesfaye, 2016). These skills and awareness are enhanced by cultural exchange and immersion programs. By placing the information on applications immediately increases the chances of an individual to be hired or sought after. These skills vary in individuals but have been cultivated in adolescents through external factors and genetic inheritance. These skills include patience, trust, empathy, respect, communication, self awareness, motivation, and forms of adaptability (Chua et al., 2012). The expansion and level of control of these skills are what makes an impactful and innovative leader.

Development of Skills & Leadership Styles

The skills one acquires by doing an exchange or immersion program can transcend and cultivate into attributes that can be used within a workplace or society. If the eight skills or concepts are fostered correctly and transferred effectively within any environment, the possibilities are extensive. Given the demand for multicultural leadership, this section looks at ways to enhance cultural intelligence and the foster of effective leadership styles.

The best way to reach customers, inspire workers and drive organizational performance is to deeply understand cultures and find meaningful differences that can positively impact business strategies (Soo, 2014). This is the purpose of a multicultural leader as it inspires and motivates others. To have a deeper understanding of a different culture, one must actively listen and think

before making an assumption. Cultural intelligence (CQ) is the ability to “interpret someone’s unfamiliar and ambiguous gestures” (Earley & Mosakowski, 2004). CQ resembles emotional intelligence but is able to distinguish the differences between groups and highlight them to assist an overall goal or purpose. There are four dimensions that make up cultural intelligence which include metacognition, cognition, motivational and behavioral/adaptability. Cultural metacognition refers to an individual's level of conscious cultural awareness and executive processing during cross-cultural interactions (Li & Skulason, 2013). This theory was cited and founded by Christopher Earley & Soon Ang in 2003 in their book ‘Cultural Intelligence: Individual Interactions Across Cultures’ (Gozzoli & Gazzaroli, 2018). The ways to enhance CQ is through immersive experiences, reading articles, connecting and networking with different cultures, fostering trust between cross-cultural individuals/groups, and learning of additional strategies in different hemispheres. By enhancing cultural intelligence in these categories it can assist an organization or business, but it is also an opportunity for an individual's personal and professional growth. There is a test mentioned later to measure one’s cultural intelligence and it is reliable in varying forms.

Another way the eight skills can be fostered is by cultivating them to form effective leadership style strategies. A common leadership style that is efficient is called transformational leadership. Transformational leadership is one of the most universally endorsed leadership styles across cultures, as it “relies on trust and inspires others to commit to a vision that provides meaning” to work (Kaplan Canvas). It is known as an active and effective style. If this form of leadership is used, it increases interpersonal citizenship behavior, heightens motivation in a group, generates ways to cope with hindrance stressors, allows members to become engaged and heightens job satisfaction (Kaplan Canvas). Though this is the most endorsed and universally accepted form of leadership strategy, it is also very difficult to implement due to the complexities of human interaction. To foster this form of style, an individual must have an open mind, be creative, actively listen and communicate personal ideas, have a positive attitude and engage their peers. To be an effective leader who innovates, motivates, inspires, and allows creative energy, one must have a large understanding of their own skills and mission. A transformative leader will also have to have higher levels of CQ if they are in a diverse environment or are in communication/partnership with different cultures.

An example of adopting transformational leadership can be seen at the Entusi Resort & Retreat Center in Kabale, Uganda. This Resort & Retreat Center bridges cultural differences in a collaborative way while also inspiring those around the vicinity by showcasing the eight fundamental skills to travelers and allowing them to develop their own skills through engagement. The mission of the resort is to assist travelers while positively impacting the health and vitality of communities through community investment programs, outreach, research, and openly exchanging ideas (Why Entusi, 2019). They also host a variety of international programs

or conferences that build cultural awareness and leadership goals. In an interview with Reagan Nowamaani & Raymond Bokua, Directors at Entusi, we discussed their mission, their strategies, what is considered important in regards to program impact, and what they try to convey with their guests (trust, comfort, mindfulness) (Entusi interview, 2020). Analyzing their responses and interpreting the reactions of the attendees, hosts, and local community nicknames, one can assume that they employ the transformative leadership style. With a mindful mission, open mind and the building of trust between guests, staff and community members, the resort functions at high levels of engagement and cultural awareness. If the results of hosting and engaging international travelers that bring attention to cultural differences at a resort are any indication, the skills one enhances in a cultural program can circulate within the individual's work and society in a positive way once brought home.

Challenges

There will be challenges that will be present in some capacity within any organization or global collaborating group that has high diversity (gender, race, religion, culture, disability, language, etc.). If a leader does not have high cultural intelligence nor have enhanced the eight vital skills for effective leadership, the degree in which handling a large diversity group can be seen as problematic. Two problems that mainly arise from a lack of understanding or neglect of problem solving is the existence of a power dynamic and miscommunication between diversity groups, especially on a virtual platform. Maria Ferarra and Luisa Varriale did an exploratory study with a qualitative approach to understand factors that might help to manage cultural diversity within international collaboration teams (Ferarra & Varriale). While conducting their study, they found that if there are high levels of diversity, generally within a large group of people in a project or workspace, it could potentially increase social categorization, conceive power dynamics between groups/individuals, create an environment for higher tensions to occur, and lessen communication which could then damage team performance and interactions (Ferarra & Varriale). This is even more difficult when moving to a virtual platform (Li & Skulason, 2013). To manage and balance these issues, cultural awareness/sensitivity training should be implemented properly to enhance individual communication and collaborative behaviors. In an interview with William Lively, a previous GLI fellow (2019), he discussed how he recognized distinctions in the hospital healthcare in Lyra when compared to his 6 years of army medic knowledge from the United States (student interview with W. Lively, 2020). A clear difference he recalls while in the Lyra hospital was the racial power of a caucasian person in an East African hospital. The memory of him waiting to ask questions to a hospital social worker, as she works with a client, and her response to stop assisting the african client to assist the caucasian male. Mr. Lively said “it went against everything medics were taught” in the United States and really made him contemplate about the structure and power dynamics, even back in the States as a student (student interview with W. Lively, 2020). Cultural challenges will arise if issues are acknowledged, accepted or understood. Doing a cultural exchange program helped Mr.

Lively recognize and question cultural conduct and infuse this knowledge into his own experiences at work or school. One can still recognize cultural conduct and enhance understanding both within a virtual and in person setting. The difficulty is the translation or transition between a virtual platform to in person. The first step is to listen and acknowledge a problem before the situation exacerbates.

Measurement

Even with a plethora of skills that can be utilized in diverse settings, the ways to measure the skills or leadership qualities that arise from cultural exchanges are difficult. In all the studies found, all cases that try to measure skills or cultural awareness are analyzed in a qualitative analysis, generally with a conventional approach. The ways to measure were from interviews, evaluations, virtual discussions, and emotional/cultural intelligence quizzes. In 2019, an experiment was conducted to examine the “perceptions of nurses about the content and utility of cultural competence training that focuse[d] on increasing awareness of one’s own cultural features” without resorting to preconceived notions (Heponiemi et al., 2019). They found the best way to determine the success of the program was through small group and individual interviews. Another study found that after the interview segment, it would be more effective in using NVivo 9 to analyze interview notes line-by-line to develop concepts using the original words to create descriptive phrases (Ferarra & Varriale). This study measures the impact and effects of cultural intelligence in global collaborations. This theory links metacognitive cultural intelligence to “interpersonal interaction and outcomes in cross cultural teams, both in collocated and in virtual settings” (Li & Skulason, 2013). The experiment between cross cultural students showed that if personal conversations are conducted prior to the group, there is higher metacognitive cultural intelligence that leads to more open conversations and creative performance. The way to measure a person's level of cultural intelligence is with the Cultural Intelligence Scale (CQS). The aim of this third measuring form is to measure an “individual[s] ability to understand, act and manage effectively in culturally diverse settings” (Gozzoli & Gazzaroli, 2018). This Scale measures the four dimensions of cultural intelligence (metacognition, cognition, motivational and behavioral/adaptability) through 20 close ended questions. The downside to this form of measuring is that it is measuring individual factors (such as self-monitoring, need for cognition, need for closure, self-efficacy, ethnocentrism, self-construal, and social identity) not organizational or group dimensions (conflict management, sharing of the work object, group and organizational creativity, collaboration) (Gozzoli & Gazzaroli, 2018). By measuring in a qualitative way, it is difficult to truly identify the impact of such skills or cultural awareness. Three common ways to try to measure it are through interviews, analysis of interviews through a computer system and to measure individual cultural intelligence with the CQS.

GLI Leadership Development

As a cultural exchange and research organization, the purpose of the Global Livingston Institute is to educate students and leaders on innovative approaches to international development that empowers awareness, collaboration, conversations, and personal growth (GLI, 2020). As an organization, the departments and teams at GLI have fostered a plethora of organizations and programs dedicated to increasing cultural awareness and academia studies to foster international development. They currently have 12 programs and projects that are on their website and are partnered with additional organizations, groups and programs. Each program has their own way of measuring their impact and coordination efforts. The goals associated with each cultural exchange program are the same. In an interview with Tom Karell, he stated the three main goals for the fellowship were to develop tangible and intangible skills, perceive and adjust perceptions, and to network (interview with Tom Karell, 2020). By comprehending these three goals and following GLI's mantra (listen, think, act), we can identify how the exchange program assists in developing leadership.

The first goal of the Global Scholars Fellowship Program is to assist in developing tangible and intangible skills. Some tangible skills that the research cultural exchange program seems to develop is the research and communication ability for individuals that participate. During the program, the fellows gather into small diverse and global collaborative groups (racial, religion, ethnicity, hemispherical, etc...) with a generalized topic overhead and formulate concepts or deliverables. By working in a small diverse group, it increases the chances of having miscommunication and structure. Having a multicultural supervisor to assist in leading discussions and overseeing the deliverables of work allows there to have a higher chance of success pertaining to the academic research acquired and written. A supervisor can be considered a limited time mentor, to an extent, which can help build the researcher's cultural behaviors, communication and behavior. The intangible skills that GLI assists in developing are the eight multicultural leader's fundamental characteristics (patience, trust, empathy, respect, communication, self awareness, motivation, and forms of adaptability). By having students collaborate with students with differing time zones, organizational strategies, varied situations (pertaining to work), and forms of communication allows these skills to be enhanced. Even more so through having guest speakers, the reading of additional content pertaining to the 'courses of study' and discussion postings on a virtual or in-person platform. The reason for this is to enhance the skills that can be helpful in the future in terms of a workplace, school, home, additional groups, and society. These skills can be fostered additionally over a longer period of time so leadership styles can become effective as well.

The second goal for the exchange program is to perceive and adjust assumptions. This can be more defined as cultural intelligence and to have a higher awareness for the environment an individual is in. During the interview with Mr. Karell, he states that "...making the attendees

uncomfortable is KEY to cultural awareness” and intelligence. GLI accomplishes this feat by taking students and fellows in situations that make them question their own perceptions and features. The best way to accomplish this act is through an immersive experience for a certain period of time. If the attendees are not dropped within a new environment, it makes it more difficult to make individuals question themselves and what they were raised to believe. This is a common problem within a virtual platform, however, to be uncomfortable there are additional means to accomplish this feat. A medical study had the intended purpose to make the nurses uncomfortable by having the participants analyze their own cultural features to better cross-cultural encounters in a healthcare setting and improve the cultural competency of the nurses in a virtual setting (Heponiemi et al., 2019). The study enacted pre-readings that showcased topics on neocolonialism, varied wars, power dynamics, healthcare country distinctions, and additional content, while also having guest speakers, group discussions and interviews. GLI uses similar strategies while also allowing cross-cultural collaboration in research and using the technique of storytelling to allow fellows to retain the information rather than logical reports. At the end of the day, the experiences and discussions individuals have are more vital to cultural awareness and intellect than doing tests or primary readings. This step is incredibly vital to becoming an effective multicultural leader with transformative attributes in any organization or group. By recognizing one’s privilege or how diverse experiences can be, allows for higher acceptance and for the breakdown of social categorization in a society.

Networking is the final goal for the exchange program. GLI assists in creating networks and granting opportunities for fellows and students to create their own “board of directors” (interview with Tom Karell, 2020). They grant this opportunity by having guest speakers that are influential international and local leaders within their fields and allowing students to network amongst themselves. Given the opportunity, most if not all guest speakers would be willing to become a mentor if an individual asked for guidance. A mentor can assist in enhancing skills to manage and understand cultural organizations, inspire individuals to work in vital areas, openly share strategies for cultural work, and build cross-cultural relations. With building networks it also allows scholars to work more efficiently, tackle more complex research questions, collect more data, and increase the accuracy of data analysis and interpretation (Ferarra & Varriale). International networking also can have additional job opportunities, easier connections to higher ranked officials for reports, find more marketing strategies for financial collections or donations, and grant more peer and professional insights in fields pertaining to interests/study. International relations can also break down social categorization and assumptions by communicating after the program has ended.

In the goals that GLI tries to enforce, they succeed in bringing dynamism to the economy and wider society by developing skills, building awareness and making international connections. Through these goals and the mission of the GLI, the impact of doing a cultural exchange will

have limitless opportunities for leadership and individual personal growth if the students are open to listen, think and act.

GLI Leadership Development Recommendations

We have created several recommendations that will increase leadership capabilities for GLI's influence. Such efforts will impact leadership development in GLI's own projects as well as development for fellows outside of GLI. The recommendations are as follow:

1. Questions in Pre, Mid and Post-evaluations that evaluate leadership skills, cultural intelligence, emotional perceptions and group collaboration dynamics
2. Individual or group interviews mid and after program
3. Follow-up/checkup after 4 months - networking, career, academia studies
4. Smaller group discussions with alternating people for open discussions
5. Adopt CQ questions and analyze information with previous projects
6. Computer question identifier & analyzer (NVivo 9)

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