# Developing Responsible Leaders

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*In response to the worldwide need for leaders capable of solving complex sustainability problems, leadership educators and scholars are investigating ways to develop responsible leaders that will effectively engage multifaceted perspectives to build a more inclusive and just world. In the meantime, to support the realization of the 2030 United Nations Agenda for Sustainable Development, the UNESCO introduced Global Citizenship Education initiative (GCED) focused on developing individuals proactively contributing to a more sustainable and inclusive future. Core outcomes of GCED: cognitive (thinking critically, systemically, multi-perspectives approach, knowledge of global issues), socio-emotional (interacting across cultures and perspectives, respect for diversity, empathy), and behavioral (collaboration, common good approach) are well aligned with critical attributes of future leaders, however, GCED elements are yet to be integrated into the leadership programs. This study offers a review of the structure and learning outcomes of the GCED course (Global Citizenship Capstone) integrated into a U.S. public university leadership program as an effective tool to ensure that its graduates lead not only competently but also responsibly.*

*Keywords: leadership education, global citizenship education, responsible leadership, leadership development outcomes*

## INTRODUCTION

The harsh lessons of the COVID pandemic and other recent nature- and man-caused calamities indicate that the world is in dire need of leaders capable of solving complex sustainability problems through a responsible approach and multi-sector collaboration (Bendell, 2017; Cornelius *et al.*, 2007; Dörmer, 2017; Goryunova and Hammond, 2020; Herb, 2001; Pryshlakivsky, 2013). Consequently, leadership educators and scholars are investigating the ways to develop responsible leaders with the capacity to effectively engage multifaceted perspectives to build a more inclusive, just, and peaceful world (Jorgenson, 2012; Stromquist, 2009).

In the meantime, to support the realization of the United Nations sustainability goals outlined in the 2030 United Nations Agenda for Sustainable Development, UNESCO introduced Global Citizenship Education (GCED): an initiative focused on developing individuals proactively contributing to a more sustainable and inclusive future. In this context, Global Citizenship refers to a sense of belonging to a common humanity and emphasizes the interdependency and interconnectedness of the global community (Jorgenson, 2012; UNESCO, 2015; United Nations, 2015). Guided by the UNESCO research and recommendations, GCED is set to achieve the following core outcomes: cognitive (thinking critically, systemically, multi-perspectives approach, knowledge of global issues), socio-emotional (interacting across

cultures and perspectives, respect for diversity, empathy), and behavioral (collaboration, common good approach). It is getting implemented worldwide and applies a multifaceted (formal curricular and extracurricular), cross-disciplinary approach, and a life-long learning perspective towards specific global citizenship curricula. While it appears that core outcomes of GCED are well aligned with critical attributes of future leaders (cognitive, affective, and behavioral), its elements are yet to be integrated into the leadership programs.

This study argues that the GCED can serve as an effective tool for nurturing responsible leaders equipped with the ethics of care for the world (expression commonly attributed to Hannah Arendt). It reviews structure, objectives, assignments, and offers the analysis of the assessments of learning outcomes of the Global Citizenship Capstone Seminar recently integrated into an established leadership program at a U.S. public university. Limitations and suggestions for future research and practice conclude the paper.

## LITERATURE REVIEW

In the most recent decades, leadership, as a discipline and practice, has been construed in a global context that is characterized by intertwined economies, unprecedented access to information and digital technology, mass migration, and cross-cultural interactions densely woven into a fabric of society (Bell, 2003; Neves and Mele, 2013). While industry studies and reports point at the increasing demand for effective global leaders, the 2019 Deloitte global survey indicates that only 30 percent of organizations evaluate their existing leadership programs as effective in preparing leaders to meet evolving challenges (Deloitte, 2019; DDI, 2018; Gilsham, 2008). For more than two decades now, scholars have been investigating the key leadership characteristics that should be the focus of leadership training and development. Thus, Mendenhall *et al.* (2018) analysis of findings from studies conducted between 1993 and 2016, yielded over 200 critical leadership competencies (some of them conceptually overlapping). They further proposed to organize those competencies under three broad categories: business organizational (business effectiveness), people and relations management (such as cross-cultural communication), and self-management (cognitive and attitudinal). Yet the understanding of the future of leadership continues to evolve along with the global environment and the shifts in societal architecture (Goldsmith *et al.*, 2003; Mendenhall *et al.*, 2018).

Achieving inclusive economic growth and wellbeing while protecting the environment and the planet requires responsible leaders characterized by integrity, ethics, environmental consciousness, empowering people, teamwork, and systems thinking (Funke, 2012; Goldsmith *et al.*, 2003; Jorgenson, 2012; Stromquist 2009; UNESCO, 2015). Goldsmith *et al.* (2003) argue that leadership models of the past cannot guide the future, and outline emerging critical leadership characteristics, such as the capacity to build long-term multidisciplinary coalitions, share leadership authority and decision making, as well as capacity to "think globally" (see themselves as citizens of the world). Typical leadership development programs are focused on linear transactional leadership characteristics: cognitive cross-cultural knowledge and executive processing, and therefore appear ineffective in addressing the responsibility aspect of leadership. By adding the Global Citizenship Education dimension to their curricula, Leadership Education programs are positioned to accomplish both quantity (a collection of transactional attributes) and quality (the ethics of care for the world) outcomes.

In the context of recent developments in sustainability efforts, the concept of global citizenship (including its contested meaning, the values it promotes, and its limitations) has received a lot of consideration in education and social science. Thus, Maak and Pless (2009) advocate for leaders acting in word and deed as global and responsible citizens, "unleashing the value of our shared humanity" (p.548). Dill (2013) points out that global citizenship can be conceptualized as global consciousness or global competencies, where the former represents an ideal, the longing for a better world that is limited by cultural logic. Likewise, Shultz and Godwald (2017), in an International Youth White Paper on Global Citizenship, a multi-country collaborative effort under the umbrella of the UNESCO, state that "global citizenship will not be defined by one set of actions - it is an ongoing conversation about multiple ways to enable equity around the world. Because of different positions in societies, people will experience global citizenship

differently and will have different sets of responsibilities." (p.3). UNESCO (2015) refers to Global Citizenship as promoting the sense of belonging to common humanity and the interdependency and interconnectedness of the global community.

Beasley-Murray (2015) states that in an age where global citizenship has become unavoidable, education for global citizenship is indispensable. Accordingly, Global Citizenship Education formally introduced in 2015 by the United Nations and UNESCO, is a response to the growing need for empowered individuals capable of assuming active roles in resolving global challenges and proactively contributing to a more inclusive and secure world (Jorgenson, 2012; UNESCO, 2015; United Nations, 2015). Currently, Global Citizenship Education (GCED) has been endorsed by governments, businesses, non-profits, political organizations, think tanks and is promoted and launched in schools worldwide (Bitna, 2017; Grobbauer, 2019; Keevy and Matlala, 2016; Lee, 2015; Waghid, 2018).

Guided by the UNESCO research and recommendations, GCED applies multifaceted (formal curricular and extracurricular), a cross-disciplinary approach, and a life-long learning perspective towards specific global citizenship curricula with the following outcomes (UNESCO, 2015, p.3):

- "an attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual, cultural, religious, ethnic, or other differences.
- deep knowledge of global issues and universal values such as justice, equality, dignity, and respect.
- cognitive skills to think critically, systemically, and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives, and angles of issues.
- non-cognitive skills, including social and communicative skills and aptitudes such as empathy and conflict resolution, networking, and interacting with people of different backgrounds, origins, cultures, and perspectives.
- behavioral capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for collective good."

GCED comes with benefits and challenges. Thus, while oriented towards common outcomes, GCED implementation across the world varies, as it depends on the underlying culture and socio-political environment of a specific country (UNESCO, 2018). Additionally, scholars discuss the need to de-colonize the existing GCED approach that gravitates towards a "Western" perspective (Andreotti, 2006, 2007; Roman, 2003; Shultz, 2018; Stromquist, 2009; Wang, 2015). Andreotti (2006) suggests that the challenge in global citizenship education is "whether and how to address the economic and cultural roots of inequalities in power and wealth/labor distribution in a global complex and uncertain system" (p.41). Other studies point at the importance of the systemic approach, national educational policies, and educating teachers for effective delivery at all GCED curricula levels (Bitna, 2017; Grobbauer, 2019; Lee, 2015; van Os, 2013).

In the meantime, education and social science scholars examine GCED curricula components and their varied implementation in K-12 and Higher Ed worldwide, in order to identify its most effective practices (Broom, 2013; Hashmi, 2018; Lee, 2015; Monk, 2013; Stromquist, 2009). At the K-12 level, the core concepts of GCED are commonly embedded within the existing school courses, such as social studies, geography, history (Bitna, 2017; Lee, 2015; Oxfam, 2015a). Thus, in its school guide, Oxfam (2015a) offers "a whole-school approach to global citizenship" that maps global citizenship across the curriculum, from art to STEM, and relies on participatory teaching and learning methodologies, such as discussion, role play, ranking exercises, cause, and consequence activities. Additionally, Oxfam (2015b) identifies the key elements of education for global citizenship: topics of social justice and equity, sustainable development, interdependence, identity, and diversity.

At the Higher Education level, adherence to the principles of Global Citizenship is frequently manifested in institutions' mission and vision, study abroad programs, community service, as well as signature courses, certificate-bearing programs, and programs focused on teachers' training. Examples include Global Citizenship courses at the University of Bristol, University of New Hampshire, global citizenship certificate at Florida State University, Harvard Educating Global Citizens program for K-12

instructors, and the University of Klagenfurt in partnership with the University College of Teacher Education Carinthia.

To date, researchers identified a variety of GCED components that constitute best practices and result in achieving its intended outcomes. Thus, overall, according to the UNSECO (2019), GCED should be implemented as a transversal and transdisciplinary, across curricula, disciplines, and learning activities, rather than a separate subject. Additionally, it should be structured as independent and collaborative learning that draws on a global variety of sources and media (to offer comparative and diverse perspectives) and uses reflection, self-assessment, and peer-feedback along with the traditional assessment of the outcomes. Wintersteiner *et al.* (2015) refer to the GCED star model that has a self-reflective approach at its core, promotes values (such as social justice and human rights), critical thinking skills, and establishes a framework for action. Eidoo *et al.* (2011) emphasize the need for interactive, practice-oriented learning, critical reflection, and student participation in the "global" effort that goes beyond charity.

## INTEGRATING GCED INTO A LEADERSHIP PROGRAM

According to UNESCO (2015), Global Citizenship Education aims at nurturing individuals capable of assuming active roles in resolving global challenges and proactively contributing to a more just world. This overarching goal along with the UNESCO-outlined GCED core outcomes (cognitive, socio-emotional, and behavioral) are well aligned with the key outcomes of Leadership Education programs: cognitive complexity, intercultural competency, and social responsibility. Therefore, GCED is well-positioned to contribute to the Leadership Education objective of developing responsible leaders of the future. However, it is yet to be formally integrated into the Leadership Education programs.

Recognizing the benefits of GCED, an established Leadership program at a U.S. public university has designed and introduced (Fall 2019) an undergraduate Global Citizenship Capstone Seminar (GCCS). The objective of offering a Global Citizenship course within the Leadership curriculum is to ensure that program graduates lead not only competently but also responsibly. To accomplish that objective, the course is designed according to recommended GCED best practices. It offers transverse nature, collaborative learning that utilizes a variety of global and diverse sources of information. It promotes a diverse and critical perspective, peer feedback, self-reflection, and a framework for action beyond charity. Its activities and assignments reflect the common GCED outcomes as identified by UNESCO: a knowledge of global issues and universal values (such as human rights); critical, creative, multi-perspective thinking; empathy and appreciation for diversity; and collaborative effort towards a collective good. Rather than serving the principles of global citizenship on a "separate platter", this course is integrated within the traditional leadership curriculum to foster what we conceptualize as a Global Citizenship Mindset, that is, a mindset focused on inclusive economic growth/wellbeing, and sustainability.

Specifically, throughout the course, students assume a perspective and an active role of a global citizen to develop an understanding of major issues of global concern and their local impact. They engage critical thinking skills to reflect deeply on what is equitable and just in the global and national context. For instance, they review the original text of the UN Declaration on Human Rights (1948) and the Islamic States Declaration on Human Rights (1990), discuss their core similarities, differences, and whether or how the understanding of Human Rights has evolved since the time each of the two documents has been introduced. In another assignment, students access and discuss the latest online editions of newspapers published in different countries to get a better understanding of nations' perspectives on global issues, as well as the diverse range of issues of national and local concern.

Students strengthen their collaborative skills in team exercises where they use creativity, innovation, and cross-cultural perspectives to build consensus. For instance, they engage in a Crisis Point fictional scenario simulation of a contagious pandemic spreading across Europe where they interact as parliamentarians of the European Union to negotiate and draft an ethical and effective solution to that crisis (this educational resource is available through www.eui.eu) Additionally, throughout the course, students support each other through peer reviews of written assignments.

Course term project: Commitment to Action proposal, serves as a framework for students' action beyond charity. Thus, at the beginning of the course, students individually identify specific global issues/challenges that they care deeply about and research their background by analyzing and integrating information from reputable sources such as the United Nations, the World Bank, local communities. Further, they apply the knowledge and skills acquired through the Leadership studies program (foundational leadership competencies such as project management, team communication, leading change) towards developing a solution for a specific challenge. As they develop their proposal, students engage in group discussions about the ethics and potential implications of proposed solutions. They identify the global forces/stakeholders to participate in design, funding, and implementing solutions. Finally, they articulate and present their proposals, as well as submit those to an established global foundation for their competitive evaluation, potential funding, and implementation.

The Global Citizenship Capstone Seminar (GCCS) is a fast-paced course that requires rigorous effort on the part of students and instructors. The important part of the process is assessing the progress towards achieving learning outcomes. While there are a few existing advanced global citizenship assessment instruments, most are focused on cross-cultural knowledge and none are leadership specific. For that reason, and due to the novelty of the course that is currently entering its fourth consecutive semester, the outcomes' assessment has been based upon students' self-reporting reflection on the lessons learned that takes place as the course wraps up. According to Morais and Ogden (2011), the majority of the existing advanced global citizenship assessment instruments are self-reported, and while there are inherent limitations to self-reported data, it does reflect the actual experiences of participants. While the content of students' self-assessment is deliberately established as "open", their narrative is examined by the instructors through the global citizenship education lens. Students' self-reported information is utilized for ongoing course improvement as well as for developing further the concept and the model of the Global Citizenship Mindset.

## FINDINGS

The self-reported assessments were obtained during two consecutive semesters, from 29 undergraduate students that completed the Global Citizenship Capstone. Dedoose software was used to complete the thematic analysis of the key outcomes recognized by students in their narrative. The analysis reveals a various degree of achievement of the following: increased global awareness, a sense of responsibility for the future, knowledge of global challenges, taking action towards finding a solution, collaboration, and team spirit, appreciation for diversity, ability to negotiate across different perspectives, as well as ongoing cognitive development. Creativity is the least frequently reported category at one (1) percent, although it is clearly demonstrated by students throughout the course in individual assignments and group exercises.

Because the course outcomes are designed based upon the UNESCO GCED outcomes, it is important to clarify the alignment of the two. Table 1 represents the alignment of the UNESCO outcomes and the GCCS self-reported outcomes.

**TABLE 1**
**ALIGNMENT OF THE GCED AND GCCS OUTCOMES**

| UNESCO GCED Outcomes | GCCS Self-Reported Outcomes |
|---|---|
| Deep knowledge of global issues and universal values | Increased global awareness |
| | Sense of responsibility for the future |
| | Knowledge of global challenges |
| Act collaboratively and responsibly to find global solutions for global challenges | Taking action towards finding a solution |
| | Collaboration and team spirit |
| Understanding of multiple levels of identity | Appreciation for diversity |
| Empathy and conflict resolution, networking and interacting with people of different backgrounds, origins, cultures | Ability to negotiate across different perspectives |
| Adopting a multi-perspective approach that recognizes different dimension, perspectives | Ongoing cognitive development |

## DISCUSSION

It is very encouraging, from leadership educators' perspective, that while self-reporting assignment did not have an emphasis on specific leadership characteristics, students in their assessment narrative brought up the connection between global citizenship and responsible leadership. Thus, respondent #29 acknowledged:

> "I learned of the importance of global leaders putting thought and care into their decisions before making them. Leaders must try to understand how many people and communities they will be affecting based on their decisions"

Likewise, respondent #10 noted:

> "I found myself in self-reflection in ways that changed my thinking as we built our projects for rollout. Privilege and prejudice with co-workers on another project stood out more and got my attention where I may have just not taken notice before."

Another encouraging observation is students' recognition of their individual transformation: each time they were challenged to step out of their comfort zone ("in the best way possible"- respondent #1), think beyond themselves, grow into their projects, they experienced ongoing development that benefited them long term. It is also interesting that while all respondents clearly manifested various characteristics of global citizenship as defined by UNESCO, only a few of the students specifically referred in their assessments to "becoming global citizens".

Figure #1 and Figure #2 illustrate the distribution of the outcomes.

**FIGURE 1**
**DISTRIBUTION OF THE GCCS OUTCOMES**



Creativity
1%

Team Spirit
5%

Innovative
Pedagogy
5%

Global
Citizenship
4%

Global
Awareness
17%

Collaboration
6%

Negotiation
Different View
Points
7%

Taking Action
12%

Cognitive
Development
7%

Seek Solutions
for Global
Challenges
11%

Appreciation
for Diversity
8%

Knowledge of
Global Issues
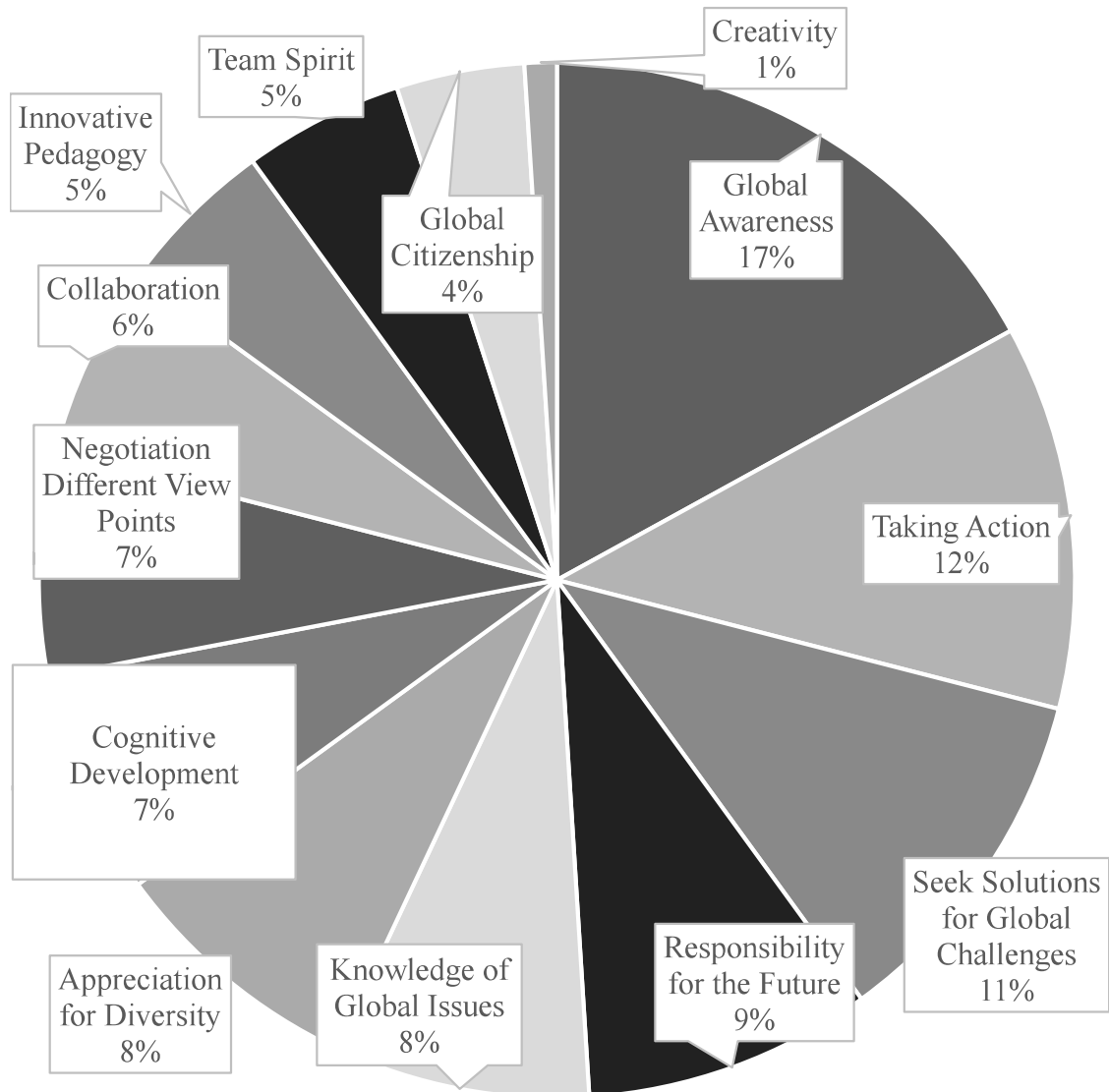8%

Responsibility
for the Future
9%

FIGURE 2
WORD CLOUD: DISTRIBUTION OF GCCS OUTCOMES



The following is a selection of the prevalent themes in students' self-reported outcomes of the Global Citizenship Capstone Seminar, along with their corresponding narrative and related GCED outcomes.

*Global Awareness and Sense of Responsibility for the Future*

These themes represent students' awareness of how global problems affect local communities and the shared future of humanity. They correspond to the GCED outcome "deep knowledge of global issues and universal values". They also represent core elements of a truly "global" education: issues dimension, spatial dimension, temporal dimension, and process dimension (Hicks, 2003). Accordingly, students' narratives offer acknowledgment of the interdependence of global and local (spatial dimension), as well as the interconnectedness between past, present, and future (temporal dimension). The awareness exhibited by individual learners ranges from beginner to experienced. Thus, respondent #4 revealed a beginner's perspective:

> "I was surprised to see how many goals and aspirations the human race has for themselves and others. It opened my eyes to not only the global issues occurring all around us but the simple ways in which all of us can help"

At the same time, respondent #19 referred to the ongoing evolution of knowledge:

> "Throughout the course, I continued to gain perspective, not only from different cultural standpoints but a perspective of how easy my priorities and issues can be forgotten about when I become focused on our little space that we occupy in the world. I too often forget about what struggles other people and cultures are having. I also was reminded how change can happen by awareness even if the change is a slow process"

Likewise, respondent #7 confidently pointed at the "importance to remember we are all citizens in the world we share with the ability to do good or terrible things", respondent #14 asserted that "We have a responsibility to help globally and locally", and respondent #3 shared "What I learned in this class is that you can be a better global citizen in your everyday life. By looking around you and being conscious of how you impact the globe, you can make a difference."

*Knowledge of Global Challenges and "Taking Action"*

These themes represent cognitive development and transition from being aware of global issues to taking active steps towards finding a solution. They correspond to the GCED outcomes "knowledge of global issues" and "act to find global solutions for global challenges". Accordingly, students' narratives represent the following global education elements (Hicks, 2003): issues dimension (reflecting upon global problem areas, such as inequality, conflicts, environmental damage, along with the need to find solutions for those problems) and process dimension (participatory & experiential nature of pedagogy). Thus, respondent #6 recognized the growth in self and peers due to the experiential nature of the learning process:

> "I was pushed to focus on a global issue that relates to my own interests and the interests of the world and find and collect information on this issue and continue to find resolutions. This was heavily focused and was a big part of the course. It was exciting to see everyone grow into their projects and find interesting new facts on the issue and finding small solutions that can lead to larger impacts. This felt more than a course, but a fresh change in the way we look at our studies into a broader spectrum. It was a course that made us think beyond the student body but as a global citizen."

Other learners reflected upon newly found confidence to make a difference:

> "Probably for the first time ever, I took away the gravity that each and every one of us is empowered to make a difference. We truly have the power to make a difference in this world, to listen and change, to be of service to others "(respondent #19)

> "I have learned is how a big change can start with a little effort. When I first started this class, I was overwhelmed with the thought of having to change the world by myself. I'm a college student, how am I supposed to fix a global issue? After going through the process though it was interesting to see how much I could actually do if I had the right resources. I don't think I will look at upcoming challenges anymore as being something that is too much to accomplish by myself but rather what can I do to work towards the goal?" (respondent #9)

> "I read a quote one time relating to the perspective that has always stuck with me: "When you change the way you look at things, the things you look at change." That's definitely what I experienced throughout this semester" (respondent #8)

*Appreciation for Diversity, Ability to Negotiate Across Different Perspectives*

These themes represent students' multi-cultural competence and commitment to diversity and inclusive leadership. They correspond to GDEC outcomes of empathy, multi-perspective approach, and diversity in all its forms. As the diversity and inclusion imperative shapes the future of the world, inclusive leadership behaviors and attributes, such as empathy, ability to recognize privilege, foster open dialog, collaboration, and leveraging differences to win, can help to unlock the power of diversity (Abbatiello et al., 2019). Accordingly, leadership students' narratives illustrate their journey towards understanding different cultures, embracing a multi-perspective approach, and fostering a human connection with people worldwide. Thus, respondent #21 observed:

"We had to put ourselves in the mindset of those from other countries and cultures and discuss how we would handle certain situations. This helped me open my eyes to how other cultures view the challenges of life and allowed me to be open to views outside of my own."

Respondent #3 viewed diversity and inclusion through a leadership lens:

"I have found a new lens to view diversity and inclusivity and that is so very important as a leader, and the different actions that I must take in order to make all people feel truly included and respected. Throughout the course, I continued to feel challenged; challenged to think in respects to different cultural traditions, different thought processes in problem-solving, and thinking in ways of changing my own ways of life for the better."

Respondent #12 reflected upon the deep meaning of being inclusive:

"I too thought of myself as someone that is inclusive and "did not see differences", I have begun to realize though, that this view is almost as narrow as someone who discriminates because of differences. It has not been easy to admit that it is okay to see differences when there is understanding and not stereotypes"

Other students commented on applying course concepts to their professional life: "Reading about cultures and challenges with questions of how to resolve cultural conflicts in order to accomplish a common goal forced me to think deeper. These realizations that came from my own inner dialogue to problem solve will go a long way in my working professional life in that now I have tools to open up my perspective from another's view" (respondent #10). "With weekly discussion and even group discussions, it was great to work as a team and find how everybody thinks about a specific issue or reading and how to apply those concepts to our case studies. We will have that overall understanding that everyone comes from a different culture and it is our best interest to recall this information and to be open-minded and respectful" (respondent #6).

## LIMITATIONS AND FUTURE RESEARCH

The Global Citizenship Capstone Seminar discussed here is a recent development, and while the results thus far are encouraging, it continues to evolve. More data is needed on students' engagement and outcomes, so leadership educators can identify the most and least impactful components of this course. So far GCCS has been delivered in online modality, and that can be both a limitation (due to the scarcity of inherently interactive online experiential activities) and an opportunity to develop and engage innovative pedagogy, especially in the aftermath of the pandemic disruption. The key challenge GCCS learners face is building a feasible and implementable project/action in a virtual environment. While thus far students were able to conquer this challenge, by tapping into their social networks, a face-to-face or blended environment may be a better fit for the purpose.

The diverse composition of class (in terms of background, culture, age, ethnicity, and gender representation) is another challenge and blessing. Because students relate to course topics and activities in different ways, the effort needs to be made to successfully engage learners of all backgrounds. But this also presents an opportunity for students to engage in a meaningful exchange of opinions and gain valuable insights from each other in collaborative exercises, peer engagement, and discussion forums.

Finally, it would be beneficial to develop a leadership-focused global citizenship assessment, so leadership educators can get a comprehensive view on the impact that the integration of the Global Citizenship dimension into a Leadership program may have on the capacity of its graduates to lead responsibly, with a Global Citizenship Mindset.

## CONCLUSION

In the ongoing quest for a more just a peaceful world, individuals, communities, corporations, and nations embrace socially responsible and ethical practices. Responsible leadership is critical for this evolutionary process. Accordingly, in 2019, at the United Nations Sustainable Development Goals Summit, the Secretary-General António Guterres called for "***global action*** to secure greater leadership, more resources and smarter solutions for the Sustainable Development" (Guterres, 2019). Furthermore, strategies developed to solve the current and future needs of humanity should increasingly embrace social responsibility, as an ethical framework, due to the magnitude of potential harm that can be inflicted on humanity (Guenther *et al.,* 2016; Sarcevic, 2013). In other words, leaders' ethics, and capacity to direct efforts towards inclusive, just, responsible, and sustainable results must come first, enhanced, and supplemented by multi-sectoral and cross-cultural expertise as well as systems thinking skills required for complex problem solving (Jorgenson, 2012; Stromquist, 2009; Satterwhite *et al.,* 2020). These behavioral, attitudinal, and cognitive leadership attributes can be developed through Global Citizenship Education, as it allows to move "beyond a Westernized, market-oriented apolitical practices towards a more sustainable community-centric, ecologically balanced, and culturally sensitive" (Bosio and Torres, 2019). A Global Citizenship curriculum could serve as a fertile ground for nurturing responsible leaders of the future guided by a Global Citizenship Mindset and capable of creating the impetus for positive change in the world.

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