GRIT: LEADERSHIP THROUGH SOCIAL MEDIA

Mira Gillet

Founder and Chief Director
Peace Game Online, USA

Abstract

*G*rit: Leadership through Social Media aims to demonstrate how free online courses have the potential to develop the leadership skills of individuals to contribute towards significant global impact. I discuss the evolution of Peace Game Online, a digital game I co-developed that was voted Best Learning Game out of 285 projects. Stanford University offers special Massive Open Online Courses (MOOC) through Venture Lab. One of these MOOCs is the Designing a New Learning Environment (DNLE) course which allowed me to contemplate the intersection of technology, design, and empathy. What resulted was a platform that surpassed the barriers of culture, religion, and time zones among others, to create a forum for global understanding and promoting peace. This chapter traces the hurdles and successes from the development of the initial game as a MOOC project into an actual course that harnessed the interest, energy, and determination of participants worldwide to promote peace through a new learning model. The experiences of the game developers who came from diverse backgrounds and locations worldwide illustrate a transformation in their critical thinking. Through the development of the Peace Game, team members also gained technology skills, evolved their critical thinking skills, and developed a commitment to scaling the game and building bridges online well after the course was completed. Through interaction while testing the game, the team members learned the actual possibility of peace despite their initial skepticism about whether true friendships could form organically online. The chapter concludes with beneficial outcomes of developing and playing Peace Game Online and my leadership tips.

Introduction

Having grown up in the Bay Area, I was exposed to the high tech world of Silicon Valley innovation as well as the cultural challenges of the immigrant experience. This chapter shows how my work was influenced both by traditional foundations from the Philippines as well as cutting edge design concepts from digital work. I describe some of my lessons learned from the hurdles, successes and surprises I experienced during the evolution of Peace Game Online.

Peace Game Online is my brainchild. Inspired by the idea of John Hunter's World Peace Game, I led a team that turned this board game into an online game. The World Peace Game is a hands-on political simulation in the form of a board game that gives players the opportunity to explore the connectedness of the global community despite crises like war. Major global problems are represented in the board, and the game's goal is to extricate each country from dangerous circumstances with the least amount of military intervention.

The Peace Game Online is a microcosm of the struggles of the varied cast of characters in the real world. The hope was to use this virtual game to empower the global community to combine their effort to resolve real-life problems. Instead of waiting for politicians to fix problems, game players solve challenges together for the benefit of all. By making friends, game players can pause, if not stop fighting, and instead concentrate on problem solving to help the underprivileged. The game allows top game players to earn points they can use to give or receive interest-free micro-loans, micro-funds, or micro-credits for social entrepreneurship activities that can improve the quality of life. Thus, any donations or grants generated by Peace Game Online go to these activities.

Empathy and understanding is the core of everything I teach. I teach technology, design, and innovation to students. On the surface, this might seem counterintuitive. What does innovation and leadership have to do with peace? My design philosophy is that in order to create something needed by the end user, you must first understand the user as a person. You must empathize with the user's situation. Only by understanding the end user can you truly create something that will be of use to them. With this pedagogy in mind, it was

natural to reverse the process: if technology functions best when its design is based on empathy, why not use technology as a platform to *teach* empathy?

The purpose of this chapter is to demonstrate how significant global impact can be made through online platforms. The next generation of youth is wired and plugged into digital media like no other, and leadership opportunities of the 21st century will undeniably call for harnessing the online world. I also hope to inspire young women to develop themselves and their communities by taking advantage of available resources, including free online classes, such as those from universities like Stanford.

I took the DNLE course, a MOOC offered by Stanford through Venture Lab (now called Novoed) that is available for free to anyone. The goal of the course is to promote systematic design thinking and through the use of technology, make learning more interactive, collaborative, and constructive. The course assignments led to the formation of a team to design Peace Game Online, voted Top Learning Game out of 285 projects <https://dnle.stanford.edu/>.

The DNLE course attracted diverse participants. They included educators, students, researchers, designers, technologists, and entrepreneurs from countries all over the world. Participants in DNLE learned to use communication technologies efficiently, intelligently and globally, and they also demonstrated the use of such technologies while submitting their individual and team project assignments. Learning to work as a team and to collaborate with each other in a competitive but supportive environment is another key feature of any MOOC, including DNLE that motivated me to form the Peace Game team. As a disruptive technology, a MOOC needed the involvement of people from around the world to be effective.

The Peace Game Team

As team leader, I decided to gather a team that would create an online game dedicated to peace. Peace Game Online uses a MOOC platform to provide players of the game with a safe space to discuss religious, cultural, or national issues that divided them. The team

included students from Pakistan, Kenya, Bulgaria, South Korea, and the United States. By creating and playing the game together, the team, some of whom had never traveled internationally, developed friendships across national, cultural, and religious borders and identities. My Peace Game partner, Talal, co-founder and manager of Peace Game, learned about MOOCs and DNLE from a Turkish friend. Talal remarked:

> MOOCs immediately captured my attention and I began to explore courses offered by different universities, and then I saw DNLE offered by Stanford University Venture Labs. I immediately enrolled despite the fact that I am a Chartered Accountancy student and I have no experience of pedagogy and the educational studies field at all. At that point in time, I didn't know how DNLE would empower us with the vision and tools to change the world!

Part One: Play for Peace

The Peace Game <https://www.openlearning.com/courses/> brought together a diverse range of individuals with a shared passion for exploring the potential applications of new technologies to learning environments.

The vision of changing education resulted in an experiment that would eventually become a lifelong adventure for some. It is definitely a life-changing experience for those who took advantage of the opportunity provided by the game and reached out to the rest of the world. The learning portal makes it possible for individuals to use the game to practice global collaboration. Collaboration is crucial to the game's success and equally crucial to the world.

Talal noted that the Peace Game team was identified as the developer of the most successful game. Talal recognized that he developed leadership skills when he was given a chance to lead the diverse global game team. Talal worked with me on the final team project every day for many hours via Skype and emails. By doing this, Talal learned to use different digital technologies. He also learned to maintain working connections with other teams as well. According to Talal:

> This is an unparalleled and unforgettable experience that helped
> me later on when we decided to start our own MOOC. DNLE was
> so engaging that the skills I gained are now a part of my thinking
> process. I would say that DNLE has produced leaders with the vi-
> sion. In my example, I am a student of accountancy and earned dis-
> tinction in DNLE. It indicates that DNLE provides a level playing
> field to its students from diversified backgrounds.

As the first experience of a 21st Century Higher Global Education,
the DNLE course empowered Peace Game team members to make
real world improvements for the underprivileged (see our discussion of
sample micro projects below). Our team applied almost every concept
learned from DNLE assignments and lectures. An example is the role
of online communication, collaboration, and visualization technology
in the behavioral, cognitive, constructivist, and social dimensions of
learning. "Peace Game MOOC is the best example of DNLE in ac-
tion!" according to Talal. In order for our Peace Game project to go to
scale, the team understood they were the role models. With each team
member representing his/her home country, each country impacted
another through team members' conversation and engagement. Be-
cause of DNLE community support, the team was able to achieve
success in demonstrating meaningful learning interaction around the
issue of peace.

Alison Burek chose to join Peace Game Online because it was de-
signed around the idea of ordinary citizens of the world coming to-
gether in conversation to discuss global issues. Alison studied inter-
national economic development as an undergraduate. According to
her, the greatest lesson she learned was not from textbooks or from
lectures, but from other students from other countries. "In African
Politics class, there were several students from Africa. One day the
professor, to his credit, turned the floor over to them because they
wanted to discuss a critique they had of our class. We only studied
material written by Westerners, from a Western point of view, which
however well intentioned, tended to be quite paternalistic," says Al-
ison. Peace Game is designed to facilitate an equal playing field and

a safe space in which to discuss issues with people from a wide range of backgrounds.

Part Two: Collaboration not Always Peaceful

The team's collaboration had not been as peaceful as one would think. Below are some of the hurdles that Peace Game Team faced while collaborating, followed by the successes that have motivated us to keep moving forward with the project.

Hurdle One: Connectivity and Time Zones

In Pakistan, Talal worked through power outages that occurred at the worst time for our project. Despite working through different time zones, Talal's youthful tenacity contributed to the success of the Peace Game and exclaimed that, "It is good to be young!" The older people on the team had trouble working through the night to work synchronously at different time zones. In general, our team was able to Skype across time zones from Pakistan and India through South Korea and America. In Alison's words:

> We chose to expand our course format to include the medium of Skype. Old-fashioned human conversation is the best medium for cultivating empathy and understanding. New technology enables us to have these conversations over the Internet in the form of free video chat. This allows us to combine the benefits of an asynchronous course structure—in which students may participate at a time and place of their choice—with the benefits of synchronous person-to-person exchange of ideas.

Hurdle Two: Deep-seated Differences

Although I delegated team leadership to Talal in Pakistan, one team member in India chose to continue communication with me for his own reasons. One reason could have been concerns about Talal and his age, as he was only 23 years old at the time. Another reason could have been contextual; the ongoing conflict between Pakistan and

India concerning Kashmir and the potential animosity between Hindus and Muslims.

Hurdle Three: Conflicts and Sensitive Issues

A team member from France who was critical of our work asked us a thought provoking question: "How can we measure learning?" This team member, who self-identified as an atheist, said we would just be arguing on the basis of dogma and ideology if religion were discussed. However, the success of Peace Game proved him wrong, as it is one of the few places in the world where anyone can have a frank discussion on religion. Talal remarked:

> Through this amazing Peace Game, I am now able to think differently, reaching out to people outside my culture and religion is the most exciting experience for me. I heard people saying that we should not discuss religion, and I always argue, when beliefs and religions exist, we must recognize their existence instead of hiding it. Peace Team recognized that more than half of the population of the world shares some form of religious belief or spiritual faith.

Talal continued: "When you open this door of recognition, there opens a pathway to a strong and trustworthy communication channel that helps in exchanging ideas and imparting education in one's mind. I think this is the critical success we had in this project, and I consider it a breakthrough in the era where conflicts are taking a religious face." By their open and honest discussion, Peace Team members started to appreciate each other's points of view.

Hurdle Four: Seven Miles from Stanford for Some, Thousands of Miles for Others

When I started a job as an innovation instructor with Workshop Education, I learned about John Hunter's board game on peace. At the time, Stanford University was also initiating its MOOC programs. I was only seven miles from Stanford, while others contributing to the Peace Game were many more miles away. Talal, was 7,600 miles away.

Most of the original team of writers, artists, teachers, engineers, accountants, musicians, designers, and programmers lived on opposite sides of the planet.

Hurdle Five:
Publicity and Moving Peace Game beyond DNLE

In addition to being awarded Best Learning Game, Peace Game also received recognition from the Open Learning Innovation at MIT. Peace Game met their criteria of using open-access and open-license technologies along with innovative learning.

The feedback we received from Peace Game MOOC students suggested the need for publicity and exposure. I emailed key agents who are influential in the promotion of world peace such as the Vatican, Dali Lama, Oprah Winfrey, Bill Gates, Randi Zuckerberg, the World Bank, Nobel Peace Prize.org, and others to invite them to play the Peace Game and to pass it on. We will continue to reach out to individuals who are influential in promoting peace.

With support from DNLE, our Peace Game class project turned into a new learning environment after the end of class. Peace Game was voted the top learning game in the class. In order for the game to become a full MOOC, it needed architecture similar to Stanford's MOOCs. The team selected a free platform, together with other technologies that combine the best features of asynchronous and synchronous learning. Talal explains:

> We learned educational design concepts, and we have designed our own MOOC, we learned how to form successful teams, we made our team, we learned how to get along with people from different backgrounds, and we are dealing with our Peace Game MOOC participants from all around the world. Most importantly, we have combined our vision with Dr. Paul Kim's vision about reaching out to everyone and to empower everyone with education!

According to Alison:

> The MOOC format, together with some other technologies that the
> the team employed combines the best features of asynchronous and
> synchronous learning. Old-fashioned human conversation is still the
> best medium for cultivating empathy and understanding. New tech-
> nology enables us to have these conversations over the Internet in
> the form of free video chat. The time zone issues can be a bit of a
> challenge, but it's worth it to learn from others all over the world.

In addition, the team had to evaluate whether the technology en-
couraged higher-level thinking, and whether it promoted learning.
Instead of design-based assignments, we focused on finding solutions
for the 15 Global Challenges of the Millennium Project <http://millen-
nium-project.org/challenges.html>. These challenges are: sustainable
development and climate change, clean water, population, democra-
tization, global foresight, IT, rich-poor gap, health, education, peace
and conflict, status of women, transnational crime, energy, science and
technology, and global ethics.

Success One: Empathy in the Digital Realm

Peace Game found two of its most passionate members near the end
of the game development process. Originally, Yibin and Ionna were on
different teams. Yibin, the leader of SMILE@Tibet, had a team with
the vision of using micro-funding to increase accessibility to financial
services for entrepreneurs and small businesses that lacked access to
traditional banking institutions. Micro-funding was seen as a tool for
reducing the gap between rich and poor in the Global South. Ioanna
from Greece saw that the Peace Game team needed help and she made
a video for us. Like a traditional face-to-face classroom, the DNLE
class got to know one another and learned to care about each other
even though we never physically met.

Success Two: Building Trust and a Safe Space

Team collaboration improved as Peace Team realized the potential
that the team had for empowering others. Students in DNLE and the
players of the Peace Game do not fear people. The team built mutual

trust which was essential for collaboration and for innovation to germinate. The Peace Game allowed us to make friends without social pressures. Traditional socio-political and religious barriers were mitigated through the implementation and use of the digital space. In Peace Game, no one could reprimand another for making friends with the so-called enemy. People are safe to talk about challenging social and political issues that are often avoided. By learning from each other, people become friends, albeit virtually.

Success Three: The Learning Continues

Classmates from our DNLE class enrolled in our Peace Game MOOC. Little did I know that transitioning from a MOOC student to a MOOC teacher could lead to so many opportunities. I was just thinking of it as another learning experience and an opportunity to show others how to play for Peace.

Success Four: Motivation from the Wise

Here is the feedback from our instructors:

> It is unfortunate that the cultural divide sometimes undermines pure intentions. But this is exactly why YOUR TEAM was chosen to be highlighted. You have the potential of being a role model if your team is able to portray a well-balanced persona, which does NOT trigger any unwanted unnecessary controversy. MORE IMPORTANTLY, it would open the doors for intercultural and interfaith TRUST. As you know, many misunderstandings in the world are fed by ignorance and prejudice. Learning how to play a neutral public lead role is not easy, especially when we also try to stay true to our individual beliefs. But for the greater good, it is important that we do.

Part Three

The Peace Game Online yielded some unanticipated beneficial outcomes with implications for global leadership development based on social media.

Surprise One: Friendship and Forgiveness as Tension-Relievers

Peace Game encourages participants to make friends with people they would never have talked to. The type of initial encounter enabled by Peace Game is necessary to reduce tension among nations. One of Talal's friends in Karachi, after trying the game, remarked, "So the Peace Game is starting a conversation." Players take risks because of their recognition of the value of more peace. For players, Peace Game can be an amazing adventure that fosters the empathy and collaboration needed to solve Global Challenges. The game also allows for forgiveness to occur online. I noticed that Palestinians and Israelis often kept their friendships secret for fear of being criticized by others in their respective groups. It was obvious that people who were unable to forgive each other at the beginning of the game, were not able to communicate meaningfully with other players and blocked the possibility of peace. Forgiveness, even online, has allowed for friendships to get started.

Surprise Two: Overcoming Media Control

The biggest surprise for the team was discovering the unreliability of mainstream media outlets. By collecting firsthand accounts of what was going on in each other's country, game players could make better informed decisions about conflicts or news stories. For example, the story of Malala Yousafzai, the courageous young girl that was shot for advocating for education for girls was on the cover of *Time* magazine in April 2013. She was huge news in America. But when I skyped Rija, a Peace Game MOOC student, who is connected to women's rights in Pakistan, she told me that Malala was in the news for a few days and then disappeared. No one in Pakistan knows what happened to her, with some suggesting that Malala's incident had been staged. Meanwhile, the American public was getting details about Malala's condition in a British hospital as she recovered. The insight from Rija helped to contextualize the ways in which the mainstream media in one's home country can skew the presentation of an event taking place in another country based on the values or ideologies the home country wishes to promote. Through the Peace Game, the

player had the ability to bypass media control by directly sending and receiving information.

Surprise Three: Jews for Palestine

While playing the Peace Game, one of the peace team members interacted with someone of Jewish ancestry for the first time. "Jews for Palestine? Impossible!" he said. This person showed him that there are Jews who support Palestine's right to statehood. Under the 'Peace' umbrella, it is possible to learn from each other by conversing about sensitive issues. Interfaith dialogue is encouraged and can diminish conflicts between people based on preconceived notions.

Surprise Four: Letting Africans Lead Africa

According to Alison, nobody knows better than Africans how to identify and solve the problems faced by their own countries. More importantly, nobody else has the right to dictate to these countries what their development priorities should be, or how they should participate in the world economy. And yet, many Western "aid" organizations often do not consult the people in the countries they are trying to support.

With the leadership of Jonathan Leibenberg, a student in Peace Game MOOC and now leader of 'Peace Game: Africa,' the Peace Game team has started to gather representatives from each of the 50 countries in Africa. These individuals will be expected to interact and to share their knowledge, expertise, and resources in a joint effort to discuss solutions for reducing the gap between rich and poor in Africa, and maybe, to implement those solutions that are feasible.

Surprise Five: Helping the underprivileged

The End of Poverty by American economist Jeffrey Sachs (2006) helped me to better understand the relationship between economics, climate, and geography. He contextualized issues of poverty wherein richer countries have a better climate to produce while countries on the equator, such as Malawi, are particularly vulnerable to diseases like malaria that require costly public health interventions. After a

Peace Game play, donations were given to the Malaria Fund of World Vision for mosquito bed nets for families where the need is greatest. Other projects for disadvantaged people are detailed below:

> $25 micro-loan to Ghana for livestock.
> $18 for bed net for malaria protection to Zomba, Malawi.
> $15 Pakistan flood relief.
> $20 education support for Tibet immigrant children
>   through World Vision.
> $15 to Lifewater in Northern Uganda.
> $20 for bed nets to Honor World Malaria Day 2013,
>   to New Delhi, India.
> $20 to a HIV AIDS fund and health education activity in Fiji.
> $40 to find and rehabilitate trafficked girls in the Philippines
>   through www.visayanforum.org

While these micro-funded projects are very micro they were lifelines for those who benefitted. Despite facing challenges related to limited resources, our team intends to develop more micro-fund projects.

Surprise Six: Immediate Application of Learning

David, another player, used his new skill to create a rapid wireframe for the Peace Game interface so that the team could have its own architecture outside of Peace Game MOOC.

Talal explains:

We are moving in the right direction. We consider Peace Game MOOC as the testing phase of our innovation. We have plans to move beyond the boundaries, cultures and religions. If we succeed to build a proper platform for Peace Game, then it can be the most disruptive learning technology that will combine human centered learning approach with higher education. We imagine our innovation as a social media platform where people will engage with each other to solve their problems by playing scenarios.

Alison explains:

I expect that as we progress in the Peace Game, we will be constantly using these rubrics to learn and evaluate our own technology, thus making it more effective as a learning tool.

The team believes that the Peace Game MOOC has become a disruptive game-based interactive course where students learn critical thinking skills that prepare them to make decisions that can lead to world peace. Students also learn to address their own challenges as well. Taking advantage of MOOC's disruptive power enables students to discuss sensitive issues while also promoting the active engagement of individuals from different sides of the globe. Our learning environment is highly dynamic because it incorporates all dimensions of every field of life. It is sustainable because of its structure's flexibility.

Surprise Seven: Movement Beyond and Post-Peace Game MOOC

The Peace Game has resulted in several other initiatives and joint activities. Vonivate from Fiji and I have become friends and are learning from each other. Jonathan in South Africa gave me the name of his Tanzania contact and I shared the information about a water initiative contest that will award a laptop in Tanzania. Meanwhile, Jonathan has connected with Noel in Malawi.

Since the inception of the Peace Game, Ali and I received further training at the Stanford Mobile Inquiry Learning Environment (SMILE). I have been developing Peace Game questions for inquiry learning with Talal's assistance.

Adam Brimo, co-founder of OpenLearning.com in Australia gave us data on the various players and countries that participated in the Peace Game MOOC. Adams data indicates the website had 6913 page views from 100 countries.

Talal proposed bringing Peace Game into the redesign efforts for The Design Thinking Action Lab of Leticia Britos Cavagnaro at Stanford University. The lab started on July 22, 2013 with only six people on each team. Five teams were formed with participants from Iran, China, England, the Philippines, Egypt, Buenos Aires, Spain, Pakistan, United States, Brazil, France, Morocco, Mexico, Uruguay, Germany, and Venezuela. Each team will try to redesign the Peace Game using design-thinking skills starting with empathy.. Talal, Sara, and I are team leaders. My team was composed of children from ages 9 to 13. Online Peace Game continues to evolve based on

collaborative efforts.

Lastly, Peace Game has also been able to shift perspectives. Alison's sentiment about peace prior to the Peace Game was nothing short of skeptical. According to Alison:

> I'm sad to admit it but I don't believe world peace is attainable. I'm kind of a crusty old cynic. The issues facing the world are incredibly complex—poverty, inequality, environmental degradation, and religious and cultural differences just to name a few. I also know that there will always be plenty of greedy, violent people in the world. I don't know that true peace is attainable.

Although Alison remains cynical about the attainment of world peace, she believes that the ideal is worth pursuing. Talal maintains that:

> We are working close to idealism, and we are contributing our part to make this world better, education is the most effective tool to empower minds of people, and we have made education, especially MOOC education as a carrier to enter into people's minds and to develop their capabilities that will help them to create and live in a peaceful environment.

Our professor called for the design of a new learning environment that is engaging, educationally sound, accessible, and sustainable. The Peace Game team considered the professor's call as empowering the team to create a new design concept to establish meaningful connection between people all over the world. Like the quest to achieve world peace, the development of the game itself is ongoing and requires the teamwork of many. Ultimately, the Peace Team discovered that conflicts are not so much related to religion as they are to issues such as water, culture, politics, and money. But by enabling a space for courageous conversations, Peace Game helps to bridge the disconnect between people.

Global Reach

The MOOC course resulted in a Peace Game Online which became a MOOC course itself. The MOOC Peace Game has been tested with

me collaboratively leading teams with diverse skills. The experience with testing the new course has significantly increased my global friends and collaborators. My global circle now includes Roz Hussin, Dr. Kim, Saed Awwad, Alexa Frisbie, John Hunter, Joyce in Kenya, Deepak in India, Joseph in South Korea, Nicky in Hong Kong, James with Seeds of Empowerment in Tanzania, Dariana from Bulgaria, Yibin in mainland China but working in Tibet, Ioanna from Greece, Noel in Malawi, Mark Roest, Ankie from Canada, Jonathon in South Africa, and Sara in Spain. Among us, we are able to speak Mandarin, Cantonese, Spanish, Swahili, Punjabi, Urdu, Hindi, Sindi, French, Italian, Bulgarian, Greek, and English.

I continue to interact with players of the Peace Game from diverse backgrounds, races, ethnicities, and religions.

Leadership Tips

1. ***Draw on your virtues and values.*** Resilience gives me the confidence to not give up, grit gives me insight to get through pain, determination gives me focus to do good with the talent God has given me, patience gives me the advantage to look at the long term goals, humility gives me the insight to skip taking it easy and drive gives me motivation to go for my dreams and what is expected of me.

2. ***Utilize leadership skills that are already at your disposal.*** Being an immigrant means I have to work twice as hard to prove I am as good as anyone else; humility, empathy at the beginning stage of human centered design, and peace making, that is, seeing both sides to solve conflict comes naturally to me.

3. ***Celebrate being a Filipina.*** As typical of Filipino culture, my father taught me how to smile even while others are trying to discourage me, knowing that person would regret their impulsiveness. My mother taught me to work hard and had high expectations of me. Jesus showed me to love my enemies and use my gifts for others. Coming from an immigrant background made me comfortable in taking appropriate risks on what gives a better return on investment.

4. ***Be true to your core identity. Working with you should be both productive and pleasurable.*** My core identity is my relationship with Christ as a child of God. I often advise people to do what you need to do and not care what other people think, only care what God thinks. He does not change His mind or make careless opinions.

5. ***Recognize how your Philippine heritage has informed your values, sense of purpose, leadership style and outlook on the world.*** I was born in America because of the sacrifices my parents went through leaving everything to start a new life in a new country.

Because I am aware of this sacrifice on my parent's part, I know that I could not waste opportunity. I needed to make opportunity by being proactive.

6. ***Don't be over ambitious.*** Don't step on other people's shoes. Give credit where credit is due for a successful undertaking.

7. ***Learn from your experiences.*** My experiences beyond home challenged or reinforced my notions of leadership, and since Filipinos have experienced racism and prejudice, I have empathy for all people who are not treated with respect and know that I have been blessed to bless others.

8. ***Tradition is not necessarily at odds with success in the global workplace.*** I do not believe Philippine traditional beliefs are at odds with the requirements of success in the global workplace. Since the Philippines has had their first female president and America has not, I consider the Philippines to be advanced in important areas.

9. ***Harness technology to benefit you and others.*** Please remember that behind every technology is a smart user. You too can lead a diverse global team through social media.