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CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE - 32

Global Leadership

PROF. SANTOSH RANGNEKAR
DEPARTMENT OF MANAGEMENT STUDIES



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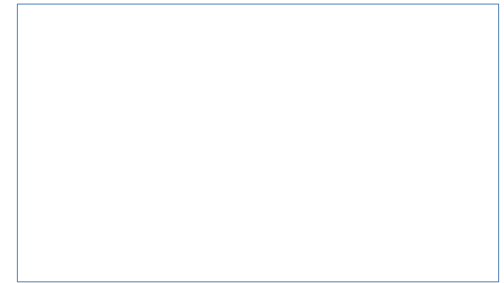


Image: <https://www.imd.org/contentassets/ad459139e5e1469786009b967a9d2323/no.-37---global-leadership-and-global-teams--big.jpg>

**There are four ingredients in true leadership:
brains, soul, heart and good nerves.**

Klaus Schwab (Founder, World Economic Forum)



Global Leadership: Where Did It Come From?

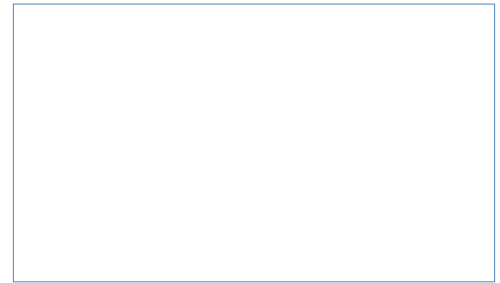
- The 1970s saw an increase in the number of studies done on expatriate managers (a person working abroad) and the challenges associated with managing subordinates from national cultures other than their own.
- The studies of expatriates in the 1980s and 90s raised awareness and insight regarding the role that culture plays as a significant variable in cross-cultural managerial leadership effectiveness.
- Much of this research was driven by the advent of globalization as a new reality in international business.



What is Global Leadership?

A **global** leader is an individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow, and presence.

The **leadership** of individuals who influence and bring about significant positive changes in firms, organizations, and communities by facilitating the appropriate level of trust, organizational structures and processes, and involving multiple stakeholders, resources, cultures under the various conditions of temporal, geographical and cultural complexity.



Global Leadership vs. Domestic Leadership

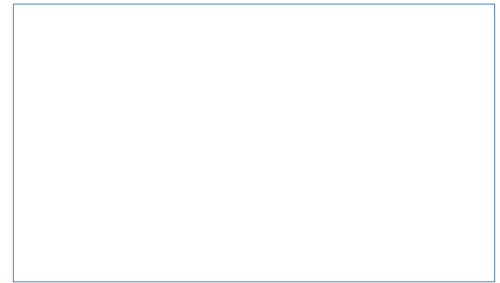
- Concerning international capability, global leadership has been defined as more complex than domestic by Maznevski and DiStefano (2000).
- Global leaders need to be explorers with a repertoire of alternate characteristics that differentiate themselves from “domestic” leaders (Minner, 2015, p. 123).
- Global leaders require not just emotional intelligence to work in different cultures and environments, but also cultural intelligence, or the “capability for successful adaptation to new cultural settings (Minner, 2015).
- Regarding multicultural research has shown that domestic leadership is quite different than global leadership because what works in one country does not always work in another country (Morrison, 2000).



Four Dimensions of Complexity in the Global Context

Multiplicity: This reflects the geometric increase in the number and type of issues that global leaders must deal with compared to domestic leaders. It reflects the necessity of global leaders having to deal with more and different competitors, customers, governments, stakeholders, and non- governmental organizations (NGOs).

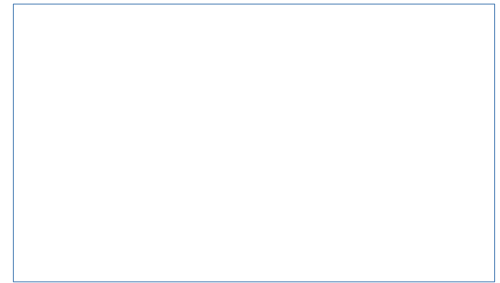
Interdependence: Interdependencies generate complexity that global leaders must be able to attend to. The increase of interdependencies in economies, ventures, virtual teamwork, etc., all create a higher bar for leaders in terms of performance and skill set acquisition.



Four Dimensions of Complexity in the Global Context

Ambiguity: Lack of information clarity, unclear cause and effect relationships, and equivocality regarding information (multiple interpretations of the same facts) is increased in global work settings. Cross-cultural differences in norms in the interpretation of both qualitative and quantitative information add to the challenge of managing across borders.

And if multiplicity, interdependence, and ambiguity were not enough, the whole system is always in motion, **always changing**. And it seems to be changing at a faster rate all the time.



Global Leadership Essentials

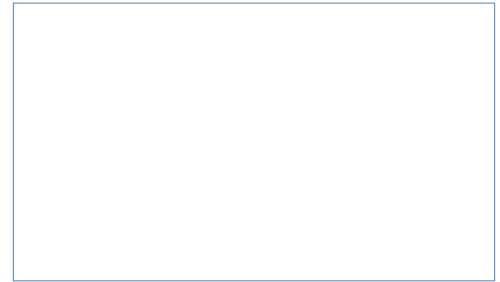
Solid Management and Leadership Skills

“Glocal” Mindset

Leadership Agility

Extra efforts to bridge distance

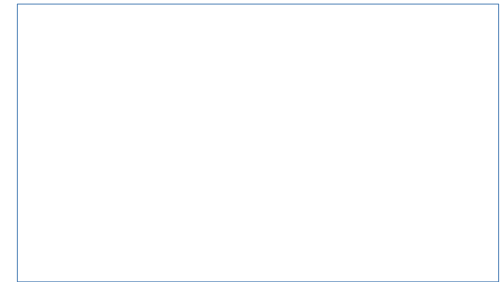
Interculture Competence



Global Leadership Essentials

1. Solid Management and Leadership Skills

Management	Leadership
Management is Operation	Leadership is Development
<ul style="list-style-type: none">• Act on defined goals• Execution and control• Resource planning• Problem-solving• Procedures	<ul style="list-style-type: none">• Shape Future• Transformation• Ambiguity• Opportunities• Ideas and risks
Communication and Motivation	



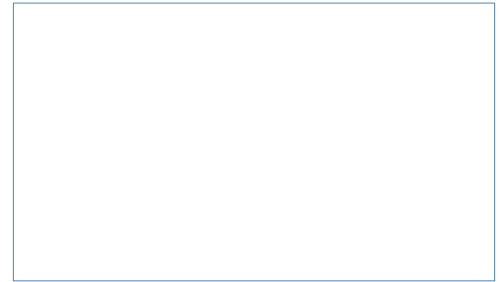
2. “Glocal” Mindset

Ability to think and act both global and local:

- A manager with a ‘glocal’ mindset understands the need for global integration and local responsiveness and works to optimize this duality.
- ‘Glocal’ mindset involves an appreciation for diversity as well as homogeneity and an openness to learn from everywhere.

A competence that can be developed. **‘Glocal’ mindset involves:**

- Cognitive skills to handle complexity and Cosmopolitan outlook
- Open, empathic, and curious about diverse people and situations
- Knowledgeable about world affairs
- Ability to appreciate different points of view
- Ability to bridge and merge ideas, i.e. merge global and local into ‘glocal’



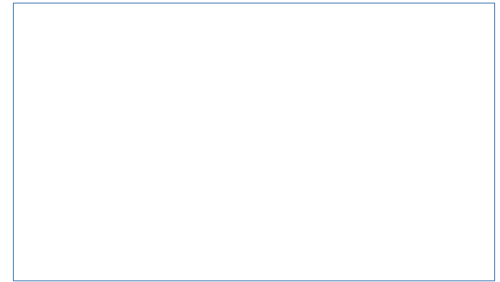
3. Leadership Agility

Leadership agility Adjusting behavior without losing yourself. Leadership agility is supported by:

- Tolerance of ambiguity
- Resilience
- Humility
- Perspective-taking
- Being effective in a myriad of foreign situations requires more than mere knowledge.

It requires the capacity

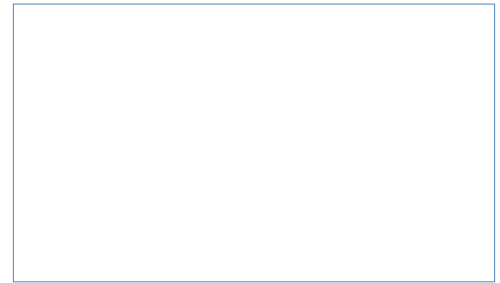
- To act on what you know
- Mold and shape your behavior so that you can be simultaneously be effective and appropriate in a setting without losing who you are in the process.



4. Extra effort to bridge distance

What does leader's role require in terms of bridging distance:

1. Geographical 2. Emotional 3. Cultural 4. Social
- Successful global leaders are those who are able to shift their communication style, leadership methods, and strategy to fit various contexts and bridge geographical as well as social and emotional distance.
 - They can move skillfully back and forth between differing business environments, even when these call for very different approaches.



<https://www.slideshare.net/lupro/what-is-global-leadership>



5. Intercultural Competence

- Set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.

A Mindset-Cognitive Dimension

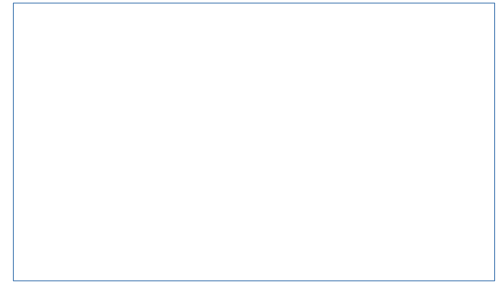
- Developing cultural self-awareness

A Skill set-Behavioral Dimensions

- Adapting and Managing Social Interactions

A Heart set-Affective Dimension

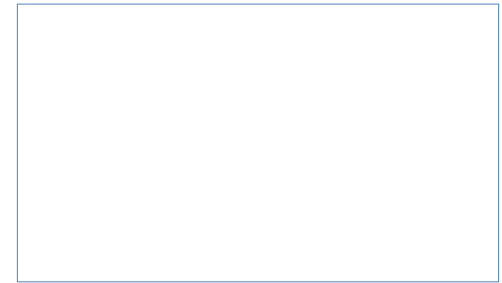
- Tolerance for ambiguity and risk-taking



(Source: Bennett, J.M., 2008) and Second Definition Darla K. Deardorff. Based on first study to document definition consensus among leading intercultural experts.)

Developing intercultural competence: Four levels of cultural awareness

Moving people from 1) Unconscious incompetence to 2) conscious incompetence to 3) conscious competence, and finally, to 4) unconscious competence.

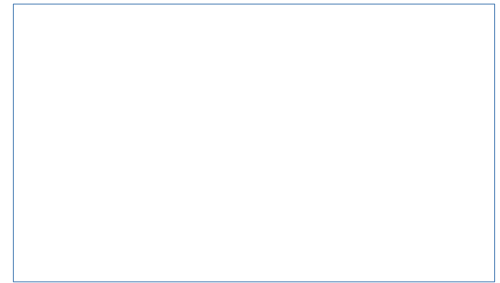


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The Intercultural Development Continuum

The Intercultural Development Continuum describes a set of knowledge/attitude/skill sets or orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation.

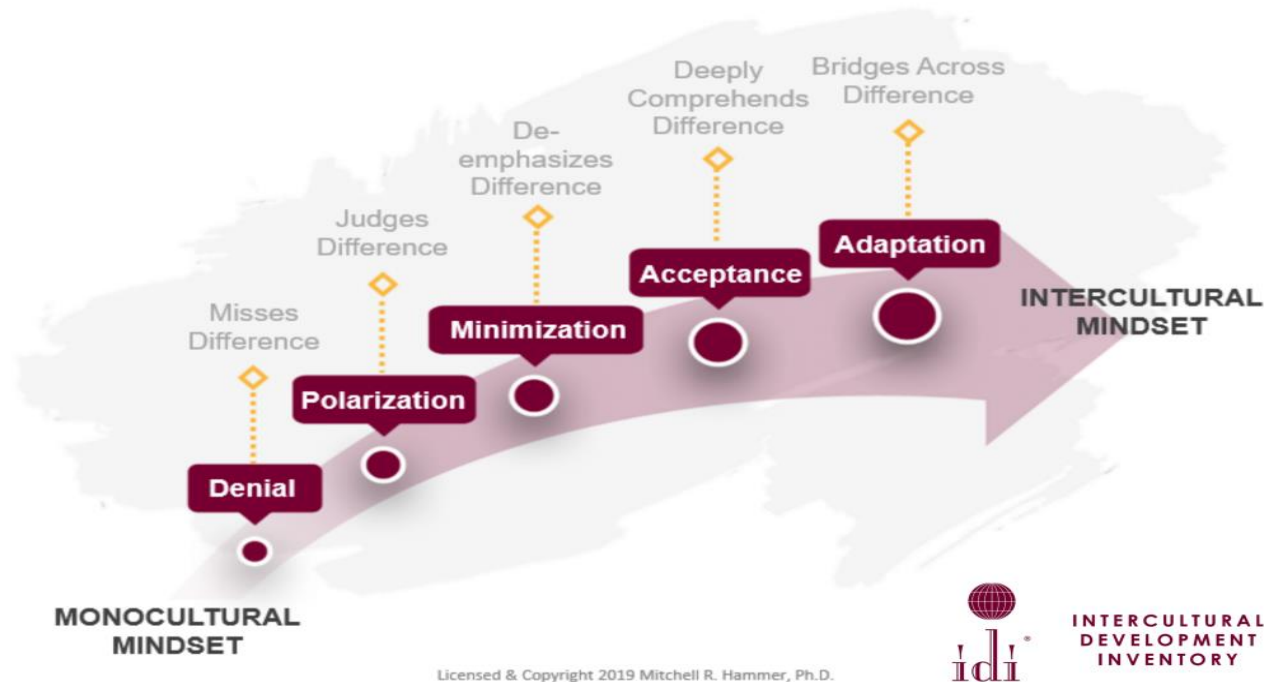
The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective. This continuum is adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Milton Bennett.



(Source: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idc/>)

Hammer's adapted model of intercultural competence

Intercultural Development Continuum (IDC™)



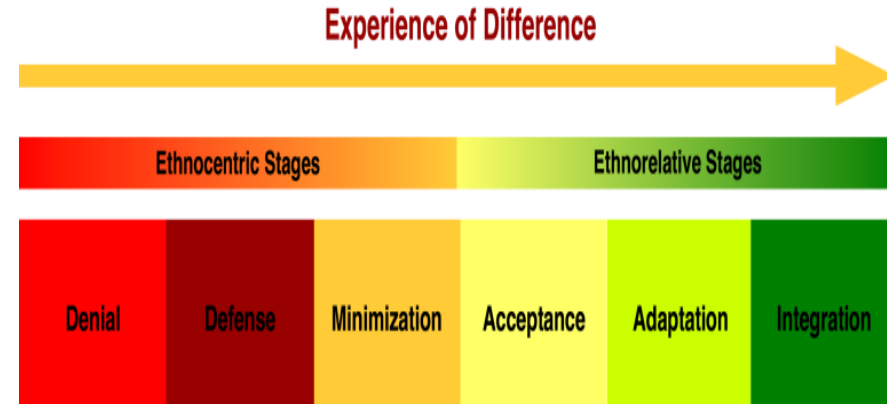
Source: <https://idiinventory.com/wp-content/uploads/2020/02/Intercultural-Development-Continuum-IDC-1024x768.png>

Bennett framework of intercultural competence

“A framework for analysing the potential response to cultural difference...”

Underlying assumption: “...as one’s experience of cultural difference becomes more complex and sophisticated, one’s competence in intercultural relations increases.”

- Denial
- Defense
- Minimization
- Acceptance
- Adaptation
- Integration(not included in Hammer’s adapted model)



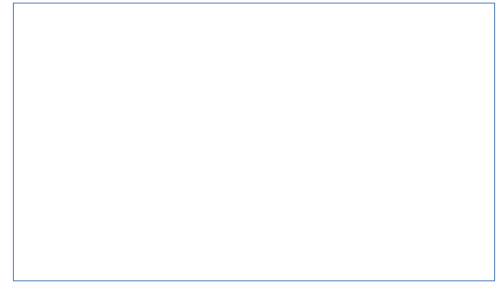
(Source: J. Bennett, 2004, p. 158)

Image Source: <https://blog.culturaldetective.com/2013/10/15/developmental-icc/>

GLOBE study

- GLOBE is an acronym for a research program called the Global Leadership and Organizational Behavior Effectiveness Research Program. It is the most comprehensive study of leadership and culture ever attempted, involving data collected from over 17,000 managers representing 950 companies in 62 countries.
- **Future orientation** : The degree to which individuals in organizations or societies engage in future-oriented behaviors like planning and investing in the future.
- **Collectivism** : The degree to which individuals express pride, loyalty, and cohesiveness in their organizations, families, or similar small groups.

Source: <https://aai-assessment.com/services/leadership-assessment>



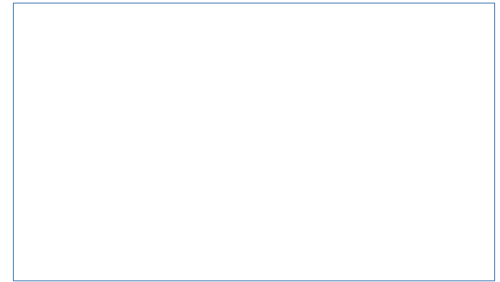
Representative Societal Differences on Two GLOBE Dimensions

Societies Higher on Collectivism Tend to

- Have a slower pace of life.
- Have lower heart attack rates.
- Assign less weight to love in marriage decisions.
- Have fewer interactions, but interactions tend to be longer and more intimate.

Societies Higher on Individualism Tend to

- Have a faster pace of life.
- Have higher heart attack rates.
- Assign greater weight to love in marriage decisions.
- Have more social interactions, but interactions tend to be shorter and less intimate.



Source: Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.



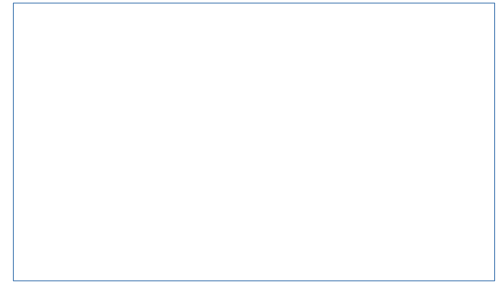
Representative Societal Differences on Two GLOBE Dimensions

Societies Higher on Future Orientation Tend to

- Achieve economic success.
- Have flexible and adaptive organizations and managers.
- Emphasize visionary leadership that is capable of seeing patterns in the face of chaos and uncertainty..

Societies Lower on Future Orientation Tend to

- Have lower rates of economic success.
- Have inflexible and maladaptive organizations and managers.
- Emphasize leadership that focuses on repetition of reproducible and routine sequences.



Source: Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.



Culturally Endorsed Implicit Theories of Leadership (CLT)

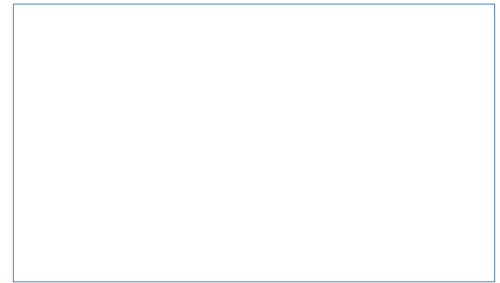
- The heart of the conceptual model in the GLOBE research is what's called implicit leadership theory. This theory holds that individuals have implicit beliefs and assumptions about attributes and behaviors that distinguish leaders from followers, effective leaders from ineffective leaders, and moral from immoral leaders.
- The GLOBE model further posits that relatively distinctive implicit theories of leadership characterize different societal cultures from each other as well as organizational cultures within those societal cultures. GLOBE calls these culturally endorsed implicit theories of leadership (CLT).
- GLOBE researchers identified six dimensions that were determined to be applicable across all global cultures for assessing CLT.



Six dimensions

After detailed analysis of findings, GLOBE researchers identified six dimensions that were determined to be applicable across all global cultures for assessing CLT.

- **Charismatic/value-based leadership** reflects the ability to inspire, motivate, and expect high performance from others on the basis of firmly held core values.
- **Team-oriented leadership** emphasizes effective team building and implementation of a common purpose or goal among team members.
- **Participative leadership** reflects the degree to which managers involve others in making and implementing decisions.



Six dimensions

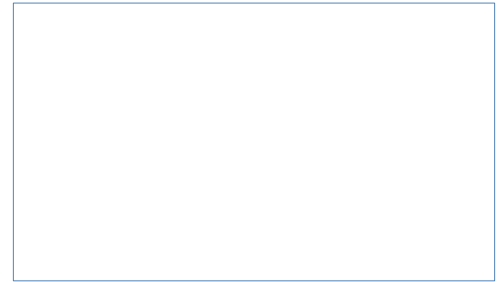
- **Humane-oriented leadership:** reflects supportive and considerate leadership as well as compassion and generosity.
- **Autonomous leadership:** refers to independent and individualistic leadership.
- **Self-protective leadership:** focuses on ensuring the safety and security of the individual or group member



Universal Leadership Attributes

GLOBE researchers identified 22 specific attributes and behaviors that are viewed universally across cultures as contributing to leadership effectiveness.

- | | |
|------------------------|------------------------------|
| 1. Trustworthy | 12. Positive |
| 2. Just | 13. Dynamic |
| 3. Honest | 14. Decisive |
| 4. Foresighted | 15. Motive arouser |
| 5. Intelligent | 16. Effective bargainer |
| 6. Plans ahead | 17. Confidence builder |
| 7. Encouraging | 18. Win-win problem solver |
| 8. Informed | 19. Motivational |
| 9. Excellence oriented | 20. Administratively skilled |
| 10. Communicative | 21. Dependable |
| 11. Team builder | 22. Coordinator |



Adapted from House et al., Cultural Influences on Leadership and Organizations: Project Globe. Advances in Global Leadership, vol. 1 (JAI Press, 1999), pp. 171–233.



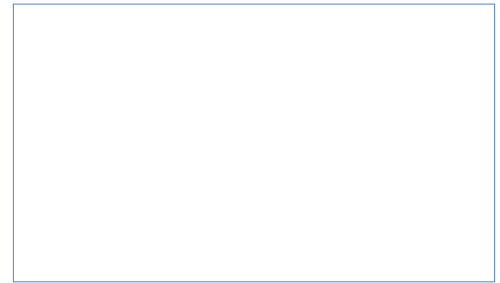
Universal Leadership Attributes

Examples of Leader Behaviors and Attributes That Are Culturally Contingent

- Ambitious
- Cautious
- Compassionate
- Domineering
- Independent
- Individualistic
- Logical
- Orderly
- Sincere
- Worldly
- Formal
- Sensitive

Eight characteristics that are universally viewed as impediments to leader effectiveness

- Loner
- Asocial
- Noncooperative
- Irritable
- Nonexplicit
- Egocentric
- Ruthless
- Dictatorial



Research Paper



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Developing a global mindset: learning of global leaders

Maria Cseh

*Human and Organizational Learning Department,
The George Washington University, Washington, DC, USA*

Elizabeth B. Davis

University of New Haven, West Haven, Connecticut, USA, and

Shaista E. Khilji

*Human and Organizational Learning Department,
The George Washington University, Washington, DC, USA*

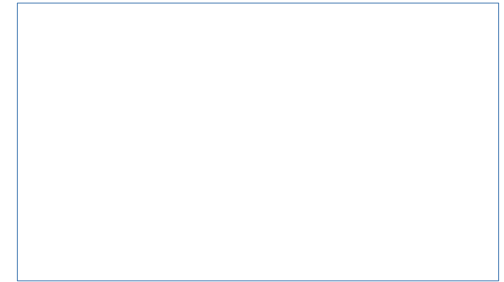
Received 19 April 2012

Revised 1 October 2012

Accepted 25 March 2013

Purpose

The purpose of this qualitative research study was to explore the requirements of leading in a global environment as perceived by the leaders participating in this study as well as the way these leaders learn and develop their global mindset.

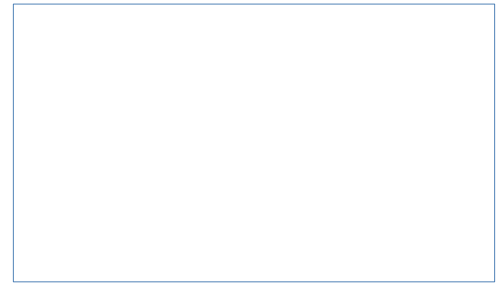


Design/methodology/approach

The research methodology informed by social constructivism included in-depth interviews with 24 global leaders that were analyzed using constant comparative and content analysis. The findings presented in this paper are part of a larger study on the meaning of global leadership and mindset.

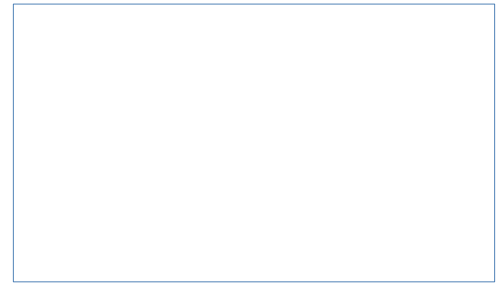
Findings

Transcendence, plasticity of the mind (flexibility, thinking differently, rebalancing, openness, having multiple frames of reference), mindfulness, curiosity, and humility emerged as requirements of leading in the global environment. The global leaders' learning journeys were characterized by informal learning during everyday work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the “self-awareness of otherness” as well as reflection with others were at the core of learning and developing the global mindset of these leaders.



Practical Implications

- The findings of this study highlight the role of human resource development (HRD) professionals in facilitating self-reflection and reflection with others – core processes for the learning and development of global mindset.
- HRD professionals are called to address both the “you don't know what you don't know” phenomenon by offering cross-cultural training programs and experiential learning opportunities and the “you know what you don't know” daily challenges of global leaders and their team members.
- Initiatives that will incorporate self-reflective and reflective processes will allow the participants to make meaning of their learning.

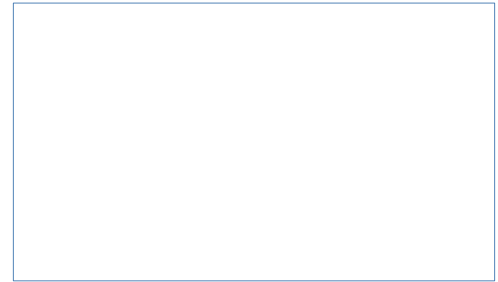


Case Study: How Google and IBM Develop Global Leaders —

A Comparison Case Study

IBM is like the tech equivalent of your parents. Loads of experience, lots of resources and established. IBM has grown into a truly multinational company, operating in over 170 countries, across nine different time zones with well over 400,000 employees. After years of providing us with IT equipment and software that solves complex business problems, IBM has accrued the resources needed to really invest in a global leadership development program. We'll look at the program in a bit of detail later. In the meantime, let's take a look at a young, fresh Google to compare.

Google is like the child looking to start their own business and step out of their parent's shadow. Nowadays, Google can do anything they'd like, and divert resources to anything they want, but 15 years ago things were different. Resources were not as abundant as they are today. Google had to think about a training program for their global leaders that was both lean, cost-efficient and *effective*.



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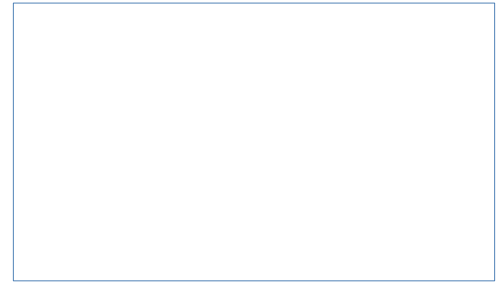
For both companies, the outworking of their individual circumstances carved two different methods of global leadership development.

Google: Quick and Dirty Field Training Champions

The approach that Google took was to send their brightest minds out into the fields they were hoping to get a foothold in. They needed their global leaders to know how to navigate different cultures but they didn't have the resources or the time to really get into depth. So Google got specific. Fledgling leaders were sent on missions to understand cultures from a business perspective.

3 Pros of Google's Approach

1. Highly Flexible: When Google was a much smaller organization, it had the advantage of being able to respond quickly in a market that was constantly changing. Their training program was no different. They could add training exercises and placements even on a project-specific basis, which made their program truly bespoke and highly focused on the individuals



involved

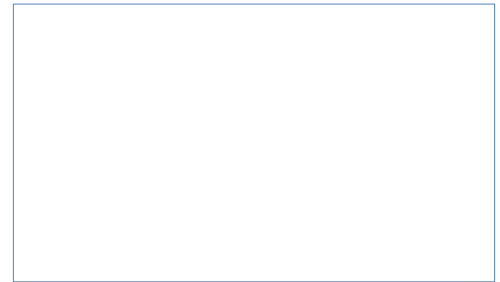


Cont.

2. **Very Focused:** In addition, Google cherry-picked every element of their program. Doing this means there's less waste; why repeat work if it's not necessary.
3. **Require fewer Company Resources:** The commitment to focus and flexibility ultimately reduced the number of company resources required.

2 Cons of Google's Approach

1. **An Ulterior Motive?:** In Google, focus on specific markets in mind, the leaders risk being less well-versed in their approach to cultural diversity, with a truncated view of how culture permeates into spheres that are both personal and professional. The foundational principles that help to make a leader culturally intelligent aren't present here.
2. **The Danger of Inconsistency:** If the global leaders haven't had the same opportunity to embark on internalizing the character traits required to become competent in the [many skills required](#), then you end up with inconsistency and a return to the 'sink or swim' mentality.



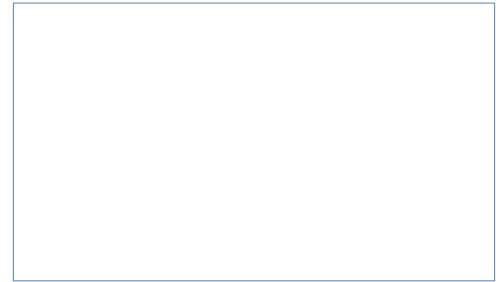
Case Study:

IBM: A Thorough In-House Training Program

IBM's approach was to take their global leaders on an internal process that would finetune their ability to work within diverse cultures. As a result, leaders who completed the program came away with so much more than field skills. They came away with an entirely different perspective on cross-cultural management and diversity.

2 Pros about IBM's Approach

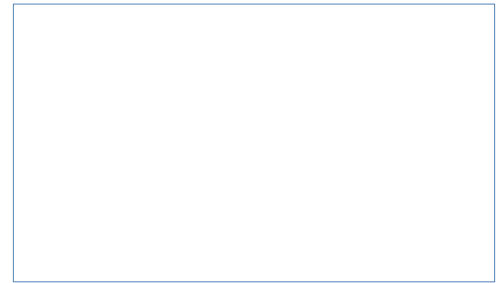
1. **The Depth:** This program facilitates a deeply internal shift within the participant. Global leaders in this program are fully immersed in the principles that underpin the effective management of diversity
2. **The Ethics :** The training program teaches leaders to appreciate cultural differences as part of a core value system. What makes this so powerful is that it makes cultural appreciation and effective culture management a goal *in its own right*. No ulterior motive. No sly focus on the bottom line.



Case Study: IBM: A Thorough In-House Training Program

3 Cons of IBM's Approach

- 1. Resource Intensive:** IBM's chosen method of training requires a lot of resources at all levels of the organization. They've built a bespoke program that draws from a wide range of experience; just collating all of the information required to build it is a huge project requiring lots of finances and time.
- 2. Not as Practical:** There's a lot of theory in this program which focuses on changing the leaders' mindsets and expanding their appreciation for many different cultures. All well and good, but what is the practical outworking of that mindset change?
- 3. Not as Flexible :** It has taken a long time to get the training to this point, and everything that has been added has been done so after plenty of careful thought. This is brilliant, but that means if a new contextual challenge presents itself, more time will be needed to assess and build a response to that challenge. In other words, such an established program is not as agile as it could be.



BOOK RECOMMENDATION

Global Leadership: The Next Generation

Authors: Marshall Goldsmith

Publisher: Pearson FT Press; 1st edition (28 April 2003)

Language: English

Paperback: 394 Pages

ASIN : B004SHCSSI

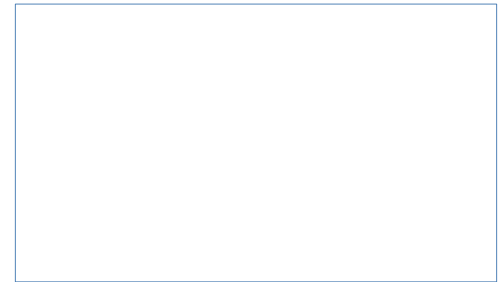
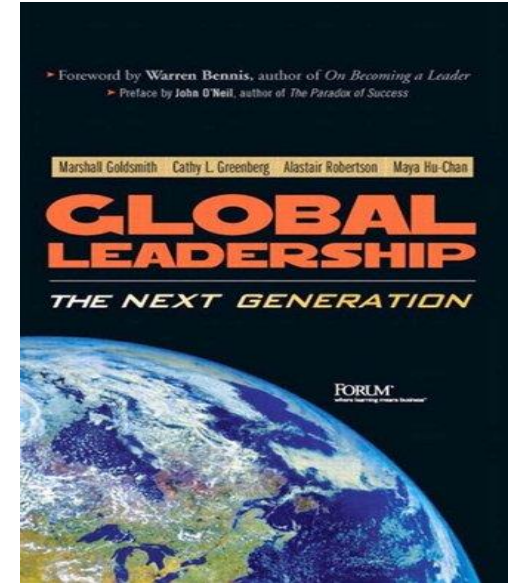


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BOOK RECOMMENDATION

The follow-up to Marshall Goldsmith's 500,000-copy bestseller *The Leader of the Future*, *Global Leadership: The Next Generation* systematically identifies what tomorrow's leaders will need to know, do and believe in order to successfully lead the global enterprise of the future.

Drawing on the results of an extraordinary 2-year Accenture study of emerging business leaders, this book shows why the skills of today's global leaders won't be enough--and why tomorrow's leaders won't resemble today's. Goldsmith and his co-authors first identify five new "factors of leadership" and their implications: global thinking, appreciation of diversity, technological savvy, a willingness to partner and an openness to sharing leadership. They explain what it will mean to lead in an era where intellectual capital is the dominant source of value; how to lead people whose backgrounds and values may be radically dissimilar from yours; and why achieving personal self-mastery is now a fundamental prerequisite for leading others.

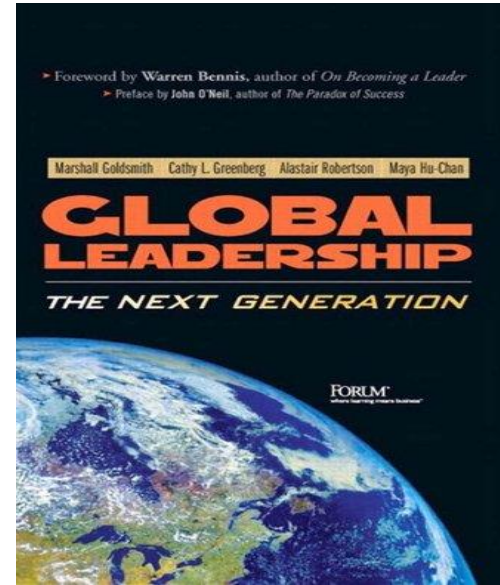
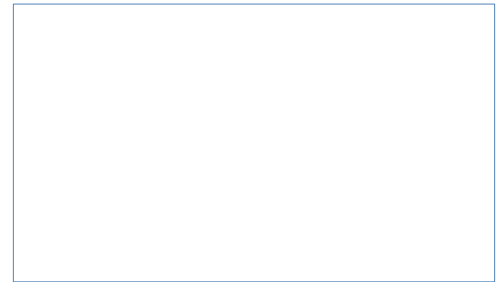


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Thank You

