A GROUNDED THEORY STUDY OF EFFECTIVE GLOBAL LEADERSHIP
DEVELOPMENT STRATEGIES: PERSPECTIVES FROM
BRAZIL, INDIA, AND NIGERIA

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ABSTRACT

This qualitative, grounded theory study focuses on global leadership and global leadership development strategies from the perspective of people from three developing countries, Brazil, India, and Nigeria. The study explores conceptualizations of global leadership, the skills required to lead effectively in global contexts, and recommended strategies for developing capacity as a global leader from a developing country perspective, leading to an integrated global leadership development model. The question this study explores is, "What are effective global leadership development strategies for people from developing countries working in public and nonprofit sectors?"

The literature review encompasses readings on leadership, intercultural training, leadership development, and global leadership. The review of leadership includes a brief history of the development of the field of leadership as a foundational base from which to understand global leadership. The reviews of intercultural training and leadership development literatures serve to frame the methods being utilized in education and training to develop leadership and intercultural capacity in current and future leaders. Finally, the review of global leadership literature surveys the state of the art in the field.

Concerns regarding the transferability of western-based leadership theories and processes to contexts significantly different from the global corporate contexts for which the theories were developed were confirmed through the review of literatures. Little has been published on global leadership or indeed on leadership at all from a developing country perspective and far less about development strategies for non-corporate, non-western contexts.

Data collection consisted of baseline surveys with 32 participants and follow up interviews with 14 primary research participants. Individual interviews were conducted with former Humphrey Fellows from Brazil, India, and Nigeria, representing public and nonprofit, government, and private business in their respective countries.

Data analysis followed a grounded theory, constant comparative method that allows themes to emerge directly from the data through text analysis. Findings were compared across the three countries, as well as across four additional biographical factors (sector, experience, gender, and age), although country and sector analyses were most central to the study and therefore considered more fully.

Results show that while there are theories and practices in global leadership development that are common across country and sector boundaries, there are also some divergent conceptualizations of global leadership and global leadership contexts in developing countries that have implications for development strategies. Recommendations from the study participants demonstrated the centrality of intercultural competence as the mechanism to translate effective local action to effective global action. Specific strategies focused on ways to gain intercultural experience, to gain global knowledge, and to address contextual factors through policy advocacy.

In a synthesis of existing knowledge and new learning from the study a set of recommendations and strategies as well as a new integrated model of global leadership development emerged that incorporate perspectives from multiple sectors, multiple disciplines, and multiple cultures.

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CHAPTER ONE: INTRODUCTION

The dawning of the 21st century has strengthened the call for global leadership capacities at nearly all levels (Lipmen-Blumen, 1996, 2000; House et al, 2004; Brake, 1997, Osland, 2008). Our economies are becoming global economies, even at the city and county levels where decisions about service provision no longer mean partnering with the neighboring city but may mean contracting customer service support or purchasing supplies from the other side of the world. Huge demographic shifts due to migration and business expansions around the world have greatly diversified our populations (Rost, 1991, 1993; Brake, 1997; Wheatley, 1999, 2005). Addressing citizens' needs requires more varied and more inclusive worldviews. Leaders in urban school districts such as Minneapolis and St. Paul, MN (Minneapolis Public Schools, ¶ 3, 2007) or local churches in Nigeria (Respondent 06, personal communication, May 13, 2008) now need to have global skills and global knowledge. Our public problems span national boundaries (e.g., management of natural resources like air, water, fish and wildlife, and oil; pandemic diseases like HIV/AIDS and bird flu; and terrorism). The pace of change and the volume of knowledge required to manage public problems have far outpaced the capacity of even the most inspired leaders to master it all (Allee, 1997; Nonaka & Takauchi, 1995; Friedman, 1999, 2005). Today's problems require greater cognitive complexity (Levy et al., 2007a, 2007b; Lane et al., 2004a) and greater levels of collaboration (Crosby & Bryson, 2005; Kouzes & Posner, 2003b; Lipman-Blumen, 2000) than in the past.

Research seems to indicate that whether working in an international context or a domestic, but culturally diverse, context we now need to adapt our leadership skills to a perspective that is global in more than just geographic terms (Black, Morrison & Gregersen, 1999, Brake, 1997). That the need for effective global leaders is growing seems to be clear, but many questions remain. What does it mean to be a global leader? What skills are needed, and in what ways are they different from those needed by leaders in more homogeneous settings? How does the understanding of what constitutes global leadership vary across national and cultural boundaries and between sectors? And finally, to what degree is intercultural competence taken into account? Those are the questions this research seeks to address.

These are broad questions indeed. However, two factors helped to narrow the focus of this research. The first was my desire to examine global leadership that addresses public problems as defined by Cleveland (1981, 1993), Bolman & Deal (2003), and Crosby & Bryson (2005). The second was my interest in focusing on intercultural perspectives of global leadership development.   I wanted to learn how leaders from developing countries think about global leadership and what strategies they recommend for developing leaders to work in global contexts addressing global issues. Here the question I explore is, "How can we best prepare future leaders from developing countries to meet the needs of a constantly globalizing world?" As a global leadership and intercultural trainer and educator, and a life-time student of public affairs and public leadership, the intersection of the intercultural aspects of leadership development, and addressing public problems is of particular interest to me.

Research Question

The research question as formulated for this study is as follows: What are

effective global leadership development strategies for people from developing countries?

Three secondary questions were developed as a means to explore this concept more fully.

These secondary questions are:

1. What challenges do global leaders face when working internationally?

2. What skills and competencies are essential to be an effective global leader?

3. What are the essential differences between global and local leadership?

Research Context and Definitions

There is no shortage of books, training programs, and classes focused on

leadership, and yet there are many things we do not know, especially about global

leadership. Although much work remains to be done (Morrison, 2000; House et al.,

2004; Chhokar, Brodbeck & House, 2008), considerable progress has been made in

defining global leadership in the last decade. As in the field of leadership development,

greater success has been achieved in identifying *who* global leaders are, *what* global

leaders do, and *what skills* a global leader might need, than in determining *how* to

develop or measure those skills (Dalton & Ernst, 2004; Avolio & Luthans, 2006; Osland,

2008).

For some scholars and practitioners there is a growing effort to define *global*

leadership as separate and distinct from leadership done globally. To clarify, there are

three interpretations of "global" in the global leadership literature. First, global is used to

indicate *where* leadership takes place or the sphere of influence. This could refer to

leadership in organizations that do business globally, or to political leaders who are seen

as having a global influence. In both circumstances, the reference is primarily

geographic. Second, global is used to indicate universality, such as the six universally

accepted culturally endorsed leadership traits (CLTs) identified through the GLOBE

project (House, et al., 2004). Third, and relevant to this research, global is used as an

adjective to distinguish a particular way of doing leadership, as in *global leadership*. It is

within this last conceptualization that much of the new literature has emerged (Brake,

1997; Black, Morrison & Gregersen, 1999; Harris & Moran, 1999; Moran, Harris, &

Moran, 2007; Mendenhall et al., 2008; Osland & Bird, 2008). This last definition is

concerned with a philosophically distinct way of thinking of leadership and distinct ways

of thinking of those who lead in global settings – those who are *global leaders*.

Many fields of study have informed what we know today about global leadership

development. Developments from the fields of sociology, cultural anthropology, history,

political science, intercultural relations, international business, foreign affairs, leadership

development, international human resources development, intercultural communications,

and intercultural training have all contributed to our understandings of global leadership

and global leadership development. Despite this broad range of fields, there is relatively

little published from sectors other than private business and particularly little from a

perspective of people in developing counties. In order to take a comprehensive, yet

focused, look at what is available regarding global leadership development strategies, I

have limited my literature review to four bodies of literature: *leadership, global

leadership, leadership development,* and *intercultural training.* These literatures are not

limited to one sector (e.g. public, private, nonprofit, education), and therefore provide an interdisciplinary, cross-sectoral view of how global leadership is being defined and what strategies are being recommended.

<center>*Defining the Fields*</center>

Many of the terms that are central to a discussion of global leadership and found in a review of the foundational literatures are ones for which no generally accepted definitions exist (Burns, 1978; Bass, 1990; Rost, 1991, 1993; House et al., 2004; Yukl, 2002, 2006; Mendenhall et al., 2008a). Because global leadership is a yet nascent field of study, that is perhaps understandable. However, this is also true of the term *leadership* that Bass (1990) describes as being "one of the world's oldest preoccupations" (p. 3). Perhaps this is because leadership is such a fundamental concept, internalized by each person, that it defies easy generalization.

Similarly, the term *culture* as a socially constructed concept is conceptualized differently within each cultural context. Despite this lack of agreement, it is important to qualify some of terms to aid the reader in understanding the discussion to take place through this research. Those terms include: leadership, leadership development, culture, intercultural training, intercultural leadership, cross-cultural leadership, and global leadership.

Leadership and Leadership Development

"Leadership is one of the most widely talked about subjects and at the same time one of the most elusive and puzzling" (Cronin, T.E., 1984, p. 22). As stated above, despite the many definitions, theories, models, and taxonomies of leadership, there is no

widely accepted and agreed-upon definition of leadership (Bass, 1990; Rost, 1991; House et al., 2004, Mendenhall et al., 2008a). Nor is there an agreed-upon understanding of what is required to prepare people for these leadership tasks (McCauley & Van Velsor, 2004; Dalton & Ernst, 2004; Hoppe, 2004; House et al, 2004), and what is available comes predominantly from corporate, western worldviews.

Bernard Bass (1990) defines leadership as "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members. Leaders are agents of change…" (p. 19). The GLOBE project uses two definitions of leadership. The first defines organizational leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (House & Javidan, 2004, p.15) and in referring to leadership in general, they quote Simonton (1994), as he "defines a leader as a group member whose influence on group attitudes, performance, or decision-making greatly exceeds that of the average member of the group" (p. 411).

Focusing on public and nonprofit leadership, the works of Burns (1978), Cleveland, (1981, 1993), Cleveland & Burdette (1987), Gardner (1990,1993), Terry (1993, 2001), Crosby & Bryson (2005), Kouzes & Posner (2003a, 2003b), Bolman & Deal (1991, 2003), Lipman-Blumen (2000), and Wheatley (1999) have been foundational in informing conceptualizations of public leadership. The definition that I find most compelling is that of Barbara Crosby, "Public leadership is the inspiration and

mobilization of others to undertake collective action in the pursuit of the common good"

(Bryson & Crosby, 1992, p. 31).

In recent years, a distinction has developed between *leader* development and

leadership development. In the *Handbook of Leadership Development*, McCauley and

Van Velsor (2004) define leader development as "the expansion of a person's capacity to

be effective in leadership roles and processes. Leadership roles and processes are those

that facilitate setting direction, creating alignment, and maintaining commitment in

groups of people who share common work" (p. 2). The authors go on to define

leadership development as "the expansion of the organizations' capacity to enact the

basic leadership tasks needed for collective work: setting direction, creating alignment,

and maintaining commitment" (ibid, p. 18). McNamara (2008) defines leadership

development as "an effort (hopefully, planned in nature) that enhances the learner's

capacity to lead people. Very simply put, leading is setting direction and guiding others to

follow that direction."

In summary, the current literature demonstrates that leadership development seeks

to find processes that enhance a person's or an organization's ability to lead and that

leadership is a contextually contingent construct.

Culture

What is culture? Definitions of culture are as varied and contested as definitions

of leadership. Additionally, *how* we conceptualize culture (i.e. how we frame the

questions seeking to define culture) also matters (Boyacigiller et al., 2004b). Bennett

and Bennett (2004) explain Traindis' distinctions between objective and subjective culture, saying,

> Objective culture refers to the institutional aspects of culture, such as political and economic systems, and to the products of culture, such as art, music, cuisine, and so on…Subjective culture refers to the experience of the social reality formed by a society's institutions – in other words, the *worldview* [italics original] of a society's people. (p. 149-150).

For the purpose of this research, I use Robert House's definition found in the introduction of the (GLOBE) study, where he defines culture as the "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across generations" (House et al., 2004, p. 184).

Intercultural Training

In the introduction to the *Handbook of Intercultural Training*, Landis, Bennett & Bennett (2004) describe intercultural training as "both an art, which is appropriately passed on by experienced teachers, and a science, which is appropriately winnowed by empirical research" (p.8). With the growing need for intercultural competence by more people, in more circumstances, and for longer periods of time (Landis, Bennett & Bennett, 2004; Brake, 1997; Black, Morison, & Gregersen, 1999; Mendenhall et al., 2008; and Moodian et al., 2009) intercultural training is being incorporated into curricula, organizational training, human resource development, education, leadership development, and many other fields. The field of intercultural training is comprised of

practice and research in the fields of communications, social anthropology, human resources, behavioral psychology, and international relations, among others.

In summary, intercultural training is the process of enhancing a person's intercultural competence so that they may function effectively in multiple cultural or global settings.

Intercultural, Cross-cultural and Global Leadership

As the field of global leadership develops, definitions and models are emerging that help distinguish how leadership is defined around the globe as well as to distinguish between international, cross-cultural, and global leadership. These three terms rely on existing definitions of leadership and explanations of how leadership varies as circumstances change. In some research, the term global leadership is used almost synonymously with international or cross-cultural leadership to refer to leadership that takes place in intercultural or multicultural settings. In these cases, the terms are used more as a geographic distinction than a philosophic distinction. This was especially true in the early development of the field.

Although there is certainly variation within each field, there is some consistency within the various disciplines. The term *global leadership* is more common in business-related fields, including international business and human resource management. In these contexts, the term *global leadership* refers to leadership in multinational settings, or transnational settings. Adler & Bartholomew's (1992) organizational framework defines organizational forms along a continuum from *domestic* (operates only in home country) to *international* (operates domestically, but has an international component), to

multinational (operates globally, but services and products are standardized, and decision-making is local); to *global* (operates globally, and products, services and decision-making are adapted to local markets). Ayman, Kriecker, and Masztal (1994) concur with this distinction of *international* as across nations and *global* as integrated among nations to create a sense of unity.

Until very recently, the terms *cross-cultural leadership* and *international leadership* were more frequently used in the public and non-profit leadership fields. What is not clear and bears further research is whether or not this is indicative of an intentional distinction, a habit of speech, or merely the evolution of the field and whether the recent popularity of the term global leadership has taken hold in these sectors as well.

The use of the term global leadership in the GLOBE project report may have popularized the usage of that term. Despite this seeming convergence around the term global leadership there remain significant discrepancies in its interpretation. Most of the literature defines how leadership varies across cultural contexts, or how international business is different from global business, rather than defining the terms themselves.

Past attempts to define global leadership left much to be desired, as is evident in Mobley & Dorfman's (2003) definition of global leadership as "influence across national and cultural boundaries" (p. xiv), where one is left to wonder: influence whom, in what way, for what purpose? Not only is there no consensus on a definition, there is not even consensus on the purpose of a definition. Bass (1990) states in the introductory chapter of the *Handbook of Leadership* that "the definition of leadership should depend on the purposes to be served by the definition" (p. 20). House et al. (2004) confirm this

dynamic view of definitions. "Definitions usually contain the constructs most interesting to specific researchers, as seen in the varying central themes of leadership traits, behaviors, role relationships, interaction patterns, change, or sense making (p. 55). Even books focusing specifically on global leadership (Brake, 1997; Rhinesmith, 1996; Rosen et al., 2000; Moran & Riesenberger, 1994) do not offer a definition of global leadership. Rather, they outline models of who global leaders need to be, what global leaders need to do, the capacities they need to do it, and how these concepts vary across cultures. Finally, the fact that the GLOBE project report does not define global leadership seems a strong indication that Bartlett & Goshal (1989) were right when they said global leadership is too complex for a single, universal definition.

The definitions provided here are necessarily brief. For a more comprehensive review of leadership theory, see Bass (1990), Rost (1991, 1993), Burns (1978), or Yukl (2002, 2006). For more detailed explanations of cultural influences on leadership, see Triandis (1994), Trompenaars (1995, 2007), Hofstede (1980, 1984), House et al. (2004), or Chhokar, Brodbeck & House (2008), and for intercultural training, see Landis, Bennett & Bennett (2004). For global leadership theory and practice, see Mendenhall et al. (2008a).

<center>Significance of the Study</center>

A convergence of my past experience working with hundreds of international students and scholars and the review of the current literature made it clear that there was a compelling need to include perspectives not currently represented in the literature regarding conceptualizations of global leadership and global leadership development

strategies. The GLOBE (House et al., 2004) study as well as Brake (1997), and Kets de

Vries & Florent-Treacy (1999, 2002), to name a few, have offered useful, and in some

cases thorough, insights into how people from many cultures view leadership

effectiveness. Nearly all of these studies, however, have been conducted within a

corporate framework. This is not bad, and in fact is greatly needed, but does not

necessarily generate models that translate well into other sectors. As in the U.S. domestic

arena, one might expect that enacting effective global leadership in public, nonprofit, or

educational arenas may differ from global leadership in the private sector. The noticeable

gap in the literature available from developing counties and from non corporate sectors

led me to focus my research in this area. We all have much to learn from each other, and

in this arena as in many others, the private sector has certainly led the way. Nonetheless,

it is important to hear from those working in other sectors about how they conceptualize

leadership in global settings and what skills and development processes are needed to

support their work.

<div align="center">Research Setting and Methodology</div>

A grounded theory approach was used in this study. Because the purpose was to

focus on perspectives from developing counties that have not been sufficiently voiced in

the literature, it was deemed essential to allow the themes to emerge directly from the

target audience rather than seek to confirm existing taxonomies or theories. To

accomplish this, personal interviews were conducted with 14 people from three

developing countries. The text from these interviews, which constituted the primary data

along with written responses to surveys, was analyzed using grounded theory

methodology. Initial surveys requesting baseline data about global leadership and

biographical data from the potential interview candidates were sent in the fall of 2007.

The survey was conducted using Survey Monkey, a secure, electronic survey tool that is

web-based and available from all parts of the world. The survey and interview data was

coded and analyzed in a constant comparative method as outlined by Strauss and Corbin

(1990, 1998). This included open coding, axial or focused coding, selective coding,

theoretical sensitivity, and memoing. Research participants were provided two occasions

to review and modify their statements when the interview transcripts and the country

summaries were sent to each participant. At that time, they were invited to verify,

update, or add any statements they desired to change.   A final analysis of the data was

conducted based on past experience and theoretical understandings of global leadership.

A detailed description of the methodology and methods utilized are available in Chapter

Three.

<div align="center">Organization of the Thesis</div>

The remaining chapters of this thesis will include a review of the relevant

literatures in Chapter Two; a detailed outline of the research methods and processes in

Chapter Three; a context setting chapter that explains the background of the research

subjects as well as my own experience as relevant to the study in Chapter Four; a

summary of the findings in Chapter Five; and analysis, conclusions, and

recommendations for future global leadership development work and future research in

Chapter Six.

CHAPTER TWO: REVIEW OF RELEVANT LITERATURES

In conducting this examination of the field of global leadership development I had three fundamental purposes in mind: (a) to review what has been learned about the nature of global leadership in this yet emerging field, (b) to discover what are seen as key elements of global leadership development, and (c) to learn what is known about how global leadership development can and should be done from the perspective of emerging leaders in developing countries. For the purposes of this research and as a means of gaining a better understanding of global leadership development, I examined four relevant bodies of literature: *leadership, intercultural training, global leadership,* and *leadership development.*

The first two literature reviews provide a basic theoretical background for the study. First is the review of leadership literature with a brief history of the development of the field. Second is the review of intercultural training, also including a review of the development of the field, an explanation of some key terms, and an overview of training and development from an intercultural perspective. The reviews of global leadership and global leadership development literatures examine the state of the art in these two areas.

Leadership Literature

Leadership is a concept that has interested people for millennia. There are even terms for *leader*, *leadership*, and *follower* in ancient Egyptian hieroglyphics (Bass, 1990, p. 4). More recently, leadership has been a focus of study in the social sciences for more than 200 years when the term first appeared in academic literature (Bass, 1990). Leadership has been studied from the perspectives of behavioral sciences, psychology,

organizational development, business management, human resource management, political science, and cultural and social anthropology. The history of leadership theory provides the basis on which we can begin to understand leadership in international, cross-cultural, multicultural, and global contexts. Together, these two fields of study lay the groundwork for our understanding of the individual skills and capacities that leaders and global leaders might need, and for the relationships that might need to be considered as we examine global leadership and global leadership development.

Early leadership theories focused on the *"great man" theory* (Bass, 1990) and centered on holders of political or positional power who were believed to be endowed with superior qualities. *Trait theory* (Kohs & Irle, 1920; Bernard, 1926) was born out of the idea that if leaders have special characteristics that explained their abilities to lead, it should be possible to analyze these traits (Bass, 1990). What was it about these people that made them leaders – or made them successful leaders? Many studies have been done to determine what these critical traits or skills are and whether or not one can learn such skills. Agreement on either of these issues has never been reached (Bass, 1990; Rost, 1991). Although some consensus has been gained regarding key traits of leaders; it is now generally accepted that most leadership capacities are ones that can be learned, or at least enhanced (Bass, 1990; Terry, 1993, 2001; Crosby & Bryson, 2005). Over time, the lists of traits have changed, and as current research has shown, leadership traits vary from one culture to another (Kluckhohn & Strodtbeck, 1961; Hofstede, 1980, 1991; Hofstede & Hofstede, 2005; Brake, 1997; Black, Morrison and Gregersen, 1999; Adler, 2002; House et al., 2004, Chhokar, Brodbeck & House, 2008; Mendenhall et al., 2008a).

Another way to characterize this view of leadership is to say that leadership is about the *person*.

As it became clear that the characteristics of individuals, however powerful, were not sufficient to explain why some people successfully assumed leadership roles and others did not or failed, *situational leadership* theory (Hershey & Blanchard, 1969, 1977, 1988; Blanchard, Zigarmi, & Nelson, 1993) emerged. This theory consists of an examination of the circumstances under which leadership takes place and attributes great importance to the situational context in which certain people rise to leadership (Bass, 1960). In this view, situational factors arrayed on axes of relationship management and task management determine who will emerge as effective leaders in a given situation (Hersey & Blanchard, 1969; Stogdill, 1974; Bass, 1990; Northouse, 2001, 2004). Here, leadership is about the person <u>in</u> the situation.

Later, this combination seemed insufficient to explain leadership, and Fiedler (1964, 1967) introduced *contingency theory*. Contingency theory combined the idea that both the situation and the person contributed to leadership. Northouse (2001) states that "situations can be characterized by assessing three factors; (a) leader-member relations, (b) task structure, and (c) position power" (p. 76). Both the situational contexts and leader skills are evaluated to determine the best match, and training revolves around helping leaders adjust their behavior to match the given circumstances. Here, leadership is about the person <u>and</u> the situation.

Transactional leadership (Bass, 1985) looks at the relationship between the leader and the follower and at the exchange, or transaction, between them. In this view of

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leadership, both leader and follower gain something and contribute something to the relationship. One example of transactional leadership is servant leadership, where it is assumed that being of service to others is an inherent component of the leadership transaction.

Transformational leadership (Burns, 2004) assumes that participants in the process undergo some form of transformation or empowerment by which they "transcend their own self-interests for the good of the group, organization, or society, to consider their longer-term needs to develop themselves, rather than their needs of the moment, and to become more aware of what is really important" (Bass, 1990, p. 53). This transformative experience is often reciprocal, where both leaders and followers experience transformation, although the leader is typically seen as the agent of the transformation.   One could say that in transactional and transformational leadership theories leadership is about the leader *and* the follower.

More recently theories of leadership include: authentic leadership (Terry, 1993; George, 2003, 2007; Avolio & Luthans, 2006, Avolio & Bass, 2002), personal leadership (Schaetti, B., Ramsey, S. & Watanabe, 2008), servant leadership (Greenleaf, 1991; Hunter, 2004), credible leadership (Kouzes & Posner, 2003a), change leadership (Wheatley, 2005, 1999), creative leadership (Guntern, & Angelou, 1997; Firestein, 1996), shared leadership (Katz & Kahn, 1966, 1978), (Katz, Kahn & Adams,1980), ethical leadership (Avolio & Luthans, 2006), visionary leadership (Nanus, 1992), political leadership (Kellerman, 1999, 1984, 1986), team leadership (Shapiro et al., 2005; Leslie & Van Velsor, 1998; Tjosvold & Tjosvold, 1993), connective leadership (Lipman-Blumen,

1996, 2000), shared leadership (Goldsmith et al., 2003; Lipman-Blumen, 2000), leadership for the common good (Bryson & Crosby, 1992; Crosby & Bryson, 2005), and even bad leadership (Kellerman, 2004) or toxic leadership (Lipman-Blumen, 2005; Whicker, 1996). Although more recent leadership research addresses ways in which leadership is changing in the context of our globalizing world, the focus remains on the individual contexts for which the author is writing. What is increasingly clear is the growing need for leaders with global skills.

Intercultural Literature

One of the underlying assumptions of global work is that cultural differences are important (Hofstede, 1984, 2001; Hofstede & Hofstede, 2005; House et al., 2004). Culturally based belief and value systems affect how we behave, how we lead, and how we follow. What is deemed effective, or even acceptable, as leadership behavior is based on our cultural values and beliefs. The following discussion of global leadership and the underlying reasons for the increased demand for global leaders make this clear. But what is it about culture that is important to know?

There are two aspects of the study of culture that are particularly relevant to the development of global leaders that I explore here. The first relates to research that focuses on the identification of cultural similarities and differences, such as is found in social and cultural anthropology and behavioral psychology, which helps inform our understanding of global leadership. The second is research that examines how to effectively manage cultural difference, such as that undertaken in intercultural competence training, and which can been seen in international human resource

management, intercultural relations, intercultural communications. This training helps inform our understanding of global leadership development.

Although consensus is building, the terms *intercultural, cross-cultural, multicultural,* and *global* are still frequently used inconsistently, as will be demonstrated in the review of intercultural / cross-cultural / global leadership. Furthermore, the distinctions between domestic diversity, international diversity, and global diversity are construed somewhat differently with respect to training and leadership. Intercultural and cross-cultural training typically refer to contexts where two cultural groups are interacting. These cultural groups are most frequently defined by national or regional boundaries. Multicultural, when used in education or training contexts, typically refers to domestic diversity, whereas, in the leadership field, it typically refers to situations that involve multiple national/culture groups. Adapting from the work of Adler (2002), I use *domestic diversity* to refer to diversity within a given society such as between black and white South Africans or between Samisk and Nordic Norwegians; *international diversity* to refer to diversity between two national cultural groups such as between Bhutan and Nigeria or between Canada and Brazil; and multicultural or *global diversity* to refer to groups where multiple cultures are involved. In this research I will focus my attention on global environments involving situations that require integrated efforts across multiple cultural groups whether simultaneously or serially.

Studies of cultures in the fields of social and cultural anthropology, intercultural relations, intercultural communications, and intercultural training entail vast bodies of work that are too extensive to review here. There are however, a few seminal pieces of

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research that have served to shape our understanding of cultures and cultural differences and, more recently, how to cope with those differences in increasingly global contexts.

Studies of Cultural Similarities and Differences

Studies of cultural differences have sought to define cultural traits or characteristics that help us understand how people vary in their behaviors and beliefs. The findings of these studies subsequently help us understand a society's conceptualization and actualization of leadership. Like leadership studies, studies of cultural similarities and differences have been done from three perspectives: cross-national comparison, intercultural interaction, and a multiple cultures perspective (Boyacigiller et al., 2004b). This research comes from the fields of anthropology, cultural anthropology, behavioral psychology, international management, and human resource management, and it focuses on both single entity cultural analysis and comparative analyses (of two or more societies). These studies of cultural differences and similarities have included examinations of all three areas of culture as defined by Edgar Schein (1985): *artifacts, values,* and *assumptions*. This research is concerned primarily with values and assumptions.

Some of the early work of cultural anthropologists such as Hall (1959, 1966, 1977), Triandis (1972, 1976,1994), and Brislin & Pederson (1976) introduced cultural relativism (Hall, 1959) and helped clarify how different cultures have different customs, values and beliefs upon which they base their societies (Landis, Bennett, and Bennett, 2004). Linguists such as Whorf (1950, 1956), Lakoff (1987), and Lakoff & Johnson (1980) defined ways in which language was instrumental in understanding cultures.

Intercultural communications scholars such as Gudykunst & Mody (2002), Martin and

Nakayama (2000), Ting-Toomey (1999), and Saphiere, Mikk & DeVries (2005) have

provided both theoretical and practical examples of how to communicate effectively

across cultures. Banks (1988) and others introduced ideas of multicultural education

methods demonstrating ways to educate diverse populations in creative and supportive

ways (Landis, Bennett, and Bennett, 2004).

Kluckhohn and Strodtbeck's (1961) value orientation survey identified four basic

value orientations that operate on a continuum through which societies understand the

world. These value orientations are: *human and nature* (mastery, harmony, subjugation),

time orientation (past, present, future), *human relations orientation* (individualism,

collaterality, lineality), and *activity orientation* (doing, being) (as cited in Landis, Bennett

and Bennett, 2004, p.102).

Geert Hofstede's *Culture's Consequences: International differences in work

related values* (1980) built on the Kluckhohn & Strodtbeck model and has been, since its

publication, the seminal research in this area. Hofstede (1980, 1984) identified four

universal categories of cultural differences: (a) *individualism-collectivism,* (b) *power-

distance,* (c) *uncertainty avoidance,* and (d) *femininity-masculinity*. These two value

orientation frameworks (Klukhohn & Strodtbeck, 1961; Hofstede, 1980, 1984, 2001;

Hofstede & Hofstede, 2005) have served to shape most of the research on culture and

cultural difference for the past 40 years. Until recently much of what we know about

how people from different cultures understand and value leadership or what they expect

from their leaders has been based on these orientations.

The GLOBE study (House et al., 2004), also based on the work of Hofstede (1980) and Kluckhon & Stodtbeck (1961), is the most extensive and comprehensive study of leadership and culture undertaken to date. It was conducted by more than 170 researchers in 62 societies. Over 17,000 managers from 951 companies were surveyed or interviewed. Much has been written about the GLOBE study already, and it seems well on its way to replacing Hofstede's framework as the benchmark by which cultural comparisons about leadership will be made in the future. The GLOBE study provides additional value to this particular research, because it combines leadership studies and studies of cultural and does not suffer from the typical Western bias of the majority of leadership research. Researchers and subjects from all regions of the world participated as a shared meaning and purpose was negotiated across the research team and within each country team. The methodology is described in detail in the report. One shortcoming is that the subjects were all managers drawn from the business sector and as such would likely all belong to the well-educated, middle or upper classes in their societies and would not necessarily include conceptualizations of leadership from non-elite or indigenous factions of the society.

The central theoretical position of the GLOBE program is as follows: attributes and entities that distinguish a given culture from other cultures are predictive of the practices of organizations and leader attributes that are most frequently enacted, acceptable, and effective in the culture (House et al., 2004, p. 187). The study used both emic and etic approaches. Rankings along a full range of cultural dimensions were generated from surveys and interviews with managers from each of the 62 societies.

Individual country profiles were then created for each society. Later, cross-country analyses and cross-cluster analyses were conducted. Eventually, determinations were made regarding which dimensions are generalizable across cultures (etic) and which are culturally contingent (emic). Heavily influenced by the work of Hofstede, the GLOBE Project developed nine unidimensional cultural scales. The core GLOBE cultural dimensions are:

- *Uncertainty Avoidance* is the extent to which members of an organization or society strive to avoid uncertainty by relying on established social norms, rituals, and bureaucratic practices.

- *Power Distance* is the degree to which members of an organization or society expect and agree that power should be stratified and concentrated at higher levels of an organization or government.

- *Collectivism I* (Institutional Collectivism) is the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.

- *Collectivism II* (In-Group Collectivism) is the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families.

- *Gender Egalitarianism* is the degree to which an organization or society minimizes gender role differences while promoting gender equality.

- *Assertiveness* is the degree to which individuals and organizations or societies are assertive, confrontational, and aggressive in social relationships.

- *Future Orientation* is the degree to which individuals and organizations or

  societies engage in future oriented behaviors such as planning, investing in the

  future, and delaying individual or collective gratification.

- *Performance Orientation* is the degree to which an organization or society

  encourages and rewards group members for performance improvement and

  excellence.

- *Humane Orientation* is the degree to which individuals and organizations or

  societies encourage and reward individuals for being fair, altruistic, friendly,

  generous, caring, and kind to others.

Based on alignment on these nine cultural scales, the 62 cultural societies were

grouped into ten cultural core groups. While there is strong geographic alignment and

most core groups consist of societies within a certain region, this is not always true (as in

the case of Israel which falls into the Latin Europe cluster and white South Africa which

falls in the Anglo cluster) (House et al., 2004, p. 190). A chart of the cultural core

groups can be found in Appendix A1. Conceptualizations of leadership from the

perspective of each of the ten cultural core groups in the study are outlined in individual

chapters.

Using the data generated from the nine cultural scales and adapted from the work

of Kluckhohn & Strodtbeck (1961), Hofstede (1980), McClelland (1961), Cyert and

March (1963), and Mulder (1971), the project researchers identified six leader styles

(House et al, 2004, p. 41). The six leader styles are:

- *Performance-oriented* – stresses high standards, decisiveness, and innovation; seeks to inspire people around a vision; creates a passion among them to perform

- *Team-oriented* – instills pride, loyalty, and collaboration among organizational members and highly values team cohesiveness

- *Participative* – encourages input from everyone, delegation, and equality

- *Humane* – patient, supportive, and concerned with the well-being of others

- *Autonomous* – characterized by independent, individualistic, and self-centric behaviors

- *Self-protective or group-protective* – emphasizes procedural, status-conscious, and "face-saving" behaviors

Further analysis of the similarities and differences between how cultural core groups value leadership traits and behaviors led the GLOBE researchers to develop three competing propositions regarding cultural differences about leadership: *cultural congruence, cultural difference,* and *near universality of leader behaviors* (House, et al., p.64-66).

The cultural congruence proposition "asserts that cultural forces affect the kind of leader behavior that is usually accepted, enacted, and effective within a collective" (ibid, p. 64). Several studies have been done that indicate support for the congruence proposition (House, Wright, and Aditya (1997) as cited in House et al., 2004).

The cultural difference proposition posits that "increased task performance of followers, organizations, and institutions in societies will be induced by the introduction

of selected values, techniques, and behavior patterns that are different from those commonly valued in the society" (ibid, p. 65). Although there is insufficient research data to determine the precise leader behaviors associated with such improvement, it appears that in some cases leaders are more effective at initiating innovation and change when using leader behaviors different from the cultural norms of the society in which they are working (ibid, p.65). It is not as clear if using nonnormative leader behaviors is equally effective for leaders who are leading within their culture group as for those leading across culture groups.

The near universality of the leader behaviors proposition asserts that "there are some leader behaviors that are universally, or near universally, accepted and effective" (p.65). "Another major finding of GLOBE is that there are indeed universal attributes of leadership" (p. 728). Despite wide-ranging differences in cultural norms across countries studied, there is some support for this proposition (Bass et al., 1979; Peterson, 1995). In particular, "Bass (1997) argues that the three components of transformational leadership are nearly universal: charisma, intellectual stimulation of followers, and individualized consideration toward followers" (House et al. 2004, p. 65).

The GLOBE project found that the set of six leader styles was universally culturally endorsed and the researchers further developed them into a set of leadership scales that can be clustered into six global culturally endorsed implicit leadership theory (CLT) dimensions. They are: (a) charismatic/value-based leadership, (b) team-oriented leadership, (c) participative leadership, (d) humane-oriented leadership, (e) autonomous leadership, and (f) self-protective leadership. These six global leadership dimensions are

comprised of leadership prototype scales with 21 First Order Factors and 72 Leader

Attributes. A full list of the leadership prototype scales and subscales can be found in

Appendix A2.

It is this final proposition and the development of a set of universally accepted

leader characteristics that are seen to offer the most encouragement for the development

of global leadership capacities. Understanding how leadership is perceived in culture

core groups can help us learn what leaders who anticipate working in or with people from

the respective core groups need to know, and understanding universal characteristics can

help us focus training to develop universally accepted capacities in future leaders, thus

enhancing global leadership.

Intercultural Training

Since the emergence of the field of intercultural training in the 1950s we have

learned a great deal about training techniques that develop intercultural competence.

Precipitated by the development of global markets and the subsequent difficulties

encountered during some of the initial attempts at international business, there has been

an explosion of books and training manuals over the last 20 years on how to interact with

people from cultures other than one's own. Many of them are culture specific and

address a specific region while others are culture general and offer guidance on how to

interpret and cope with difference wherever it is encountered. Both are valuable

resources in the quest for intercultural competence.

It was the work of Edward T. Hall that inspired the field of intercultural training

in the 1950s and set the baseline for the field continues to be used today (Landis, Bennett

& Bennett, 2004). Hall's model includes the use of experiential learning techniques, awareness of one's own cultural conditioning, practical training for everyday encounters, and accepting difference in others in a non-judgmental way, is based on intercultural communications, and pays attention to the details of personal interactions (Landis, Bennett & Bennett, 2004, p. 15). During Hall's tenure at the Foreign Service Institute, many training techniques were developed that are still used today. These include role plays, critical incidents, case studies, and simulations.

As Bennett & Bennett (2004) point out, intercultural training has experienced times of support and expansion and times of great resistance. Through it all, the field of intercultural training has grown and now has many purposes, is utilized in many fields, and addresses a full range of cultural differences at cognitive, affective and behavioral levels. Some training is culture specific and is designed to aid others in learning how to better interact with people from a specific culture. Other training is cultural general and seeks to develop one's capacity to learn meta-level skills about the ways in which cultures differ, how to recognize those differences, and how to develop means to accommodate those differences. As identified in the discussion of global leadership which follows, it is this level of metacognition that is essential to global leaders. That is not to say that culture specific knowledge is not also needed, but, for people who need to move frequently between cultural groups or who work with multiple cultural groups simultaneously, knowing how to learn what to do will be more valuable than knowing what to do in a prescribed situation. It is also important to remember that culture is a dynamic, evolving construct (Dorfman, 2004) and individual actors within a cultural

group may respond quite differently to the same situation, making the capacity to understand and cope with difference more valuable than learning static lists of behavioral dos and don'ts.

Early in the development of the field, David Hoopes and Stephen Rhinesmith developed a series of training events that brought together students from different cultural backgrounds to learn together. These Intercultural Workshops (ICW) began in Pittsburgh and were later extended through a train-the-trainer model (Hoopes, 1975, 1979). The workshops included a variety of activities (film, exercises, discussion, and group interactions). Other early leaders in the field (such as Barna, Clark, Bennett, M., Pederson, Moran) developed similar models or expanded on this model (Pusch, 2004, p. 17-18). Peace Corp training programs were also among the first to develop systemic approaches to training staff and volunteers how to adjust to cultural differences.

This study reviews what we know about intercultural training, paying attention to cognitive, affective and behavioral skills. There is general agreement that much more research is needed on both *what* skills and capacities need to be developed and *how* to go about developing and evaluating those skills (House et al., 2004; Rost, 1991; Yukl, 2002; Osland et al., 2006; Osland, 2008). "Intercultural competence [is becoming] the term of choice to refer to the combination of concepts, attitudes, and skills necessary for effective cross-cultural interaction." (Bennett, and Bennett, 2004, p. 163). What is seen as essential skills and capacities is changing to include intercultural skills (Landis, Bennett, and Bennett, 2004) as was predicted by Bennett & Bennett.

Core Terms and Concepts

There are a number of terms that are prominent in both the intercultural and global leadership literatures that would be useful to define before proceeding.

Skills and competencies. First, throughout the leadership and intercultural literature the interpretation of these two terms varies over time and by context. At times the terms seem to be used almost interchangeably while in other instances, their use varies by individual or contextual interpretations. Complicating the understanding of these two terms is the fact that aspects of skills and competencies are also often referred to as traits or behaviors. For example, how does one distinguish among a personal trait (compassion), or behavior (being compassionate towards others), or skill (understanding others), or competence (interpersonal relationship management)? There is, however, growing consensus that *skill* refers to specific tasks and abilities (such as public speaking or writing) whereas *competency* refers to a bundle of skills, expressing the capacity to effectively carry out certain aspects of a job, such as intercultural communication. For the purpose of this research I will use the term 'skills' knowing that I include items that could also be categorized as a behavior or trait. I have made this choice because that is predominantly how the respondents referred to the set of items that includes skills, traits, and behaviors in their conversations, and because much more research and analysis would need to be done to reliably align specific skills, traits, and behaviors within competency categories. That research is highly related to, but lies outside, the scope of this study. It is sufficient for my purposes to have identified the skill groups that are essential for global leaders.

Emic vs. Etic. Another set of terms frequently used to describe cultural or intercultural studies or research are *etic* and *emic*. Emic refers to a culture specific view, or one that focuses on what is unique about a given culture. An etic view of cultures is typically comparative and focuses on the universal aspects of cultures that extend across cultural boundaries. There is another interpretation of these terms with respect to cultures that consider an etic view to be from the outside of the culture being examined while an emic view is from within the cultural perspective. In this instance, the etic view could be seen as ethnocentric (viewing the other from your own cultural perspective), and the emic view could be seen as ethnorelative (viewing the culture from the basis of its own value and belief systems). This last distinction is also referred to as monocultural and multicultural worldviews. (Bennett & Hammer, 1993; Hammer, 2009; Paige & Mestenhauser, 1999).

Other terms common in the intercultural literature that warrant a closer look, include: cultural intelligence, global mindset, cosmopolitanism, cognitive complexity, and intercultural competence. What follows is a brief examination of what is known about these concepts and their relationship to global leadership development.

Cultural Intelligence. Recent discussions of cultural intelligence (Early & Ang, 2003; Peterson, 2004; Alon & Higgins, 2005; Morrison, 2000) modeled on Gardner's (2004) multiple intelligences help us understand what it means to be culturally sensitive or to have cultural intelligence (CQ). Early & Ang (2003) defined cultural intelligence as "a person's capability for successful adaptation to new cultural settings attributable to cultural context" (p.9). Offerman and Phan (2002) call it meta-intelligence, combining a

range of intelligences. Peterson (2004) claims that "in an increasingly accessible world, cultures play a *bigger*, not a *smaller* role in business. Cultural intelligence becomes *more* important, not *less* important [italics original])" (Peterson, 2004, p. 84). He defines cultural intelligence as "the ability to engage in a set of behaviors that uses skills (i.e. language or interpersonal skills) and qualities (e.g. tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts" (ibid, p. 89).

Peterson's formula is:

Knowledge about cultures, (facts and cultural traits)

+ Awareness (of yourself and others)

+ Specific skills (behaviors)

= Cultural intelligence. (ibid, p.13)

In his discussion on culture, he develops five bipolar scales on which cultures vary similar to those of Kluckhohn & Strodtbeck (1961) and Hofstede (1980, 2001). They are (a) quality and hierarchy, (b) direct and indirect, (c) individual and group, (d) task and relationship, and (e) risk and caution (Peterson, 2004, p.76).

According to Peterson, cultural intelligence is based on (and goes beyond) themes from Gardner's (1993, 2004) multiple intelligences theory and Goleman's (1995) emotional intelligence theory. In particular, it draws on the following four areas: linguistic, spatial, intrapersonal (which he compares to emotional), and interpersonal intelligences (Peterson, 2004, p. 90). These, however, are not enough to fully explain cultural intelligence, and he provides a list of 22 attitudes, characteristics, and abilities

that can be used to rate one's cultural intelligence (ibid, pp. 96-97). Peterson also

challenges those who wish to dismiss these skills as "soft skills". He reminds us that

"without the soft skills, deals are not signed, lasting partnerships are not formed,

customers do not return" (ibid, p. 158) and that face-to-face intercultural skills should be

considered as important as hard skills to making or breaking business deals. He lists 11

traits of a culturally intelligent person that he has identified through his work:

1. Cultural self-awareness

2. Cultural awareness of others

3. Cultural sensitivity

4. Cross-cultural communication skills

5. Tolerance for ambiguity

6. Flexibility

7. Open-mindedness

8. Humility

9. Empathy

10. Outgoing personality

11. Self-reliance

Global Mindset. Global mindset is a term that has gained great currency over the

past 15 years and continues to engage the interest of scholars and practitioners alike.

Much has been written about global mindset, and, similar to *leadership* and *culture*, is a

term that defies easy definition. Levy et al. (2007a) remind us, as indicated by Bartlett &

Ghoshal (1989), that as ever more companies and organizations enter the global

marketplace there has been a shift from structural or administrative competencies to mindset-based competencies (p.11). However it is defined, global mindset is increasingly seen as an essential component of effective global leadership (Rhinesmith, 1992, 1993, 1996; Javidan et al., 2007; Beechler & Javidan, 2007). Levy et al. (2007b) in their review of global mindset identify two fundamental themes (cosmopolitanism and cognitive complexity) and three perspectives for approaching global mindset (cultural, strategic, and multidimensional).

Cosmopolitanism. Cosmopolitanism consists of intellectual and esthetic openness toward divergent cultural experiences and an orientation toward the outside world. This mindset stresses cultural competence and encourages one to search for contrasts rather than uniformity. Cosmopolitanism is the underlying dimension to the cultural perspective and is based on early work of Perlmutter (1969) in which he identifies three attitudes or *mindsets* toward multinational work: ethnocentric, polycentric, and geocentric. Global mindset refers to that special something, that global perspective needed in order to be effective when working at a global level.

Cognitive complexity. Cognitive complexity is the ability to generate several competing interpretations of events and their interactive effects. This requires both *differentiation,* determining the discrete constructs or dimensions used to describe a domain; and *integration*, determining the links among the differentiated constructs. Cognitive complexity is the underlying dimension to the strategic dimension and is based on the work of Bartlett and Ghoshal (1989, 1991, 1994), among others, which posits that the levels of complexity in global management warrant new, more complex strategies.

Further expanding these concepts, Lane et al. (2004) identify four dimensions of complexity faced by global leaders:

1. *multiplicity* – global leaders face both higher volume and greater diversity in the issues with which they must work than do local leaders,

2. *interdependence* – with greater mobility of the work force and greater ease of communication, individuals and departments are more interdependent than before, meaning that leaders must be prepared to deal with more complex systems than do local leaders,

3. *ambiguity* – global leaders deal with uncertainty in markets, systems, and communication of meaning across multiple organizational and cultural boundaries simultaneously, and

4. *flux* – the whole system is in continual flux meaning that global leaders need to be learning and adapting to constantly changing environments.

Much of the work on global mindset, and especially Levy's third perspective, the multidimensional perspective, is based on the work of Rhinesmith (1992, 1993, 1996) and combines the cultural and strategic perspectives into an integrated approach. Rhinesmith defines global mindset as "a way of being, not a set of skills….It is an orientation to the world that allows you to see certain things that others do not see. A 'global' mindset means seeing the world from a broad perspective, always looking for unexpected trends and opportunities" (Rhinesmith, 1992, p. 63).

Intercultural competence. Bennett & Bennett (2004) define intercultural competence as "the ability to communicate effectively in cross-cultural situations and to

relate appropriately in a variety of cultural contexts" (p. 149) and go on to include elements of mindset, skillset and adaptive behaviors as they articulate the full scope of intercultural competence. Thus, if we accept the proposition that 'competence' refers to a collection of skills, abilities, traits, attitudes, and behaviors, and accept *intercultural competence* as defined by Bennett and Bennett (2004), this final term seems to be the most inclusive of those mentioned. It is broad enough to include the concepts of cultural intelligence, global mindset and the attendant skills and behaviors one needs to be interculturally competent.

Now that we have gained some clarity about these terms, at least in respect to how they are being used in this research, what does the literature say about how to develop and measure such skills?

Intercultural Training Models

The Developmental Model of Intercultural Sensitivity (DMIS; Bennett, 1993) is one of the most complete culture-general models available and the most broadly recognized. The DMIS illustrates the range of perspectives toward difference that one goes through while developing cultural sensitivity starting from a worldview that is ethnocentric and moving toward a worldview that is ethnorelative. Bennett defines ethnocentric as holding one's own cultural perspective as central to reality, and ethnorelative as experiencing one's own culture in the context of other cultures (Landis, Bennett & Bennett, 2004, p.152). It is a "model of the development of cognitive structure (p. 52)."

The first worldview is *denial*, in which one either has no experience of cultures

other than his or her own or chooses not to acknowledge their existence or relevance.   In

the second worldview, *defense,* one recognizes that other cultures exist, but from the

perspective of defending one's own culture as better than the other. The third worldview

is *minimization*, where either universal or humanistic concepts encourage the

minimization or masking of difference leading one to focus on commonalities rather than

acknowledging differences. A global leader would clearly not want to focus on the

ethnocentric stages, but understanding these worldviews helps one understand why a

multicultural group may be experiencing difficulties. *Acceptance* is the first worldview

from an ethnorelative perspective. In *Acceptance*, one accepts and begins to appreciate

difference. A leader using this worldview would begin to understand both that a different

leadership style may be needed of him or her, and what may be realistic to expect of other

members of the team. Followers using this worldview would begin to understand what

the leader was requesting of them and why. For both leader and follower, there would

also be the start of an appreciation for how these different perspectives may provide value

to the project. The fifth worldview is *adaptation*, where one begins to adapt one's own

behavior and understanding of the world to that of another cultural perspective. In this

worldview, a leader would be able to utilize alternate leadership styles when appropriate,

and followers would be able to respond to leadership styles other than those that are

representative of their culture's norms. The sixth and final worldview is one of

integration, where one has fully integrated another worldview and is comfortable in

either culture. As a person progresses developmentally, he or she gains the capacity to

see, accept, adapt to and finally integrate alternate perspectives into their worldview. In

the end, one is comfortable with people from other cultures and has gained a greater flexibility, empathy for, and understanding of others, all of which are capacities that are mentioned in the various global leadership literatures as essential. In the adaptation and integration worldviews, one has gained a capacity to understand how others are thinking and change to a different perspective when appropriate.

The model itself can be used to raise people's awareness of intercultural sensitivity and what it means to be able to move between cultural worldviews with ease. Bennett & Bennett (2004) have developed a series of training exercises appropriate to each level of the model.

Intercultural Training Assessments

One of the criticisms of both leadership development and intercultural training has been that there is a lack of effective means to assess these skills and capacities. A fair amount has been written about both culture general and culture specific intercultural training at the cognitive and affective levels, and in recent years we have begun to see publications about training at the behavioral level. Similarly, many studies have been conducted and published about the extensive array of instruments that exist to measure training and development techniques, but much less has been written about their use in intercultural training (Paige, 2004). Paige's (2004) survey of intercultural training instruments is the most comprehensive to date. The survey first outlines the reasons for using instruments in intercultural training (ICT), then defines the conditions for selecting which instrument to use, and finally analyzes a list of 35 instruments. The analysis is particularly useful in that it describes the purpose and potential use of each instrument,

the themes and concepts being measured, the number and nature of the items, the validity

and reliability, and evidence of their use in intercultural training (Paige, p. 86). In

addition, Paige includes a set of questions to ask regarding the use of instrumentation to

assist in the selection and sequencing of their use.

Paige's list of purposes for using instruments include: (a) assessing personal

development, (b) assessing and developing organizations, (c) analyzing audiences, (d)

exploring cultural, racial, and ethnic identity issues, (e) demonstrating cultural forms of

human diversity, (f) presenting theory and bridging theory to practice, (g) examining

topics salient to training program, (h) overcoming resistance, (i) facilitating data-based

training, and (j) varying the training activities. Of the 35 instruments surveyed, there are

three categories of instruments that measure capacity in some way. Only two are in the

category of intercultural or multicultural competence (ibid, p. 94). Of these two, the

Multicultural Awareness-Knowledge-Skills Survey (MAKSS; D'Andrea et al., 1991) was

designed for use within a specific target audience (i.e. counseling) and the Culture

General Assimilator (Cushner & Brislin, 1997) and is not an instrument per se, but a

collection of critical incidents (Paige, 2004, pp. 119-120).

Of the global awareness instruments the Cross-Cultural World-Mindedness

(CCWMS; Der-Karabetian, 1992) measures attitudes and cultural value orientations, and

the Global Awareness Profile (GAP; Corbitt, 1998) measures awareness and knowledge

of global issues and geography (Paige, 2004, pp. 113-114)

Of the intercultural development tools, the Intercultural Developmental Inventory

(IDI; Hammer & Bennett, 1998) measures the respondents' attitudes about cultural

difference and their assessment of their capacity to behave in interculturally sensitive ways. It is based on Milton Bennett's (1993) developmental model of intercultural sensitivity (Paige, 2004, pp. 99-100).   This 50-question, psychometric inventory produces a personal profile that is a highly validated, cross-culturally reliable assessment of intercultural competence. The IDI profile shows the worldview orientation from which the respondent views cultural difference. The certification training for this inventory teaches not only how to interpret the results but also how to assist respondents in interpreting their life experience within the developmental framework.

The cultural adjustment and cultural adaptation scales include the Cross-Cultural Adaptability Inventory (CCAI; Kelley & Meyers, 1995), which measures personal autonomy, perceptual acuity, flexibility and openness, and emotional resilience (Paige, 2004, pp.114-115). The Overseas Assignment Inventory (OAI; Tucker, 1973) measures 14 attributes associated with cross-cultural adaptability and has been shown to predict six dimensions of effective intercultural interactions; knowledge, affect, lifestyle, interactions, communication, and acceptance (Paige, 2004, pp. 115-116). The Sociocultural Adaptation Scale (SCAS; Searle & Ward, 1990; Ward & Kennedy 1999) is based on two aspects of sociocultural adaptation, behavioral adaptation and cognitive adaptation (Paige 2004, p. 116-117).

Despite this impressive array of instruments, there is still no instrument that effectively measures intercultural competence at the behavioral level. There are a number of instruments that measure aspects of competence at the cognitive and affective levels , however, more research needs to be done to determine usefulness and in some

cases reliability and validity (Paige, 2004).   The leadership development model of the

Center for Creative Leadership comes closest to addressing behavioral assessments with

their feedback-intensive programs and 360-degree assessments.

Intercultural training addresses both the challenges faced in intercultural

interactions and the skills that are needed to overcome these challenges. Based on studies

of cultural similarities and differences, the intercultural training field helps to frame how

intercultural perspectives influence global leadership in two ways. First, by identifying

different cultural perspectives, we recognize how different worldviews impact a person's

actions and reactions. Second, by identifying required skill sets and developing training

models and methods to develop those skills, we learn what skills and training a global

leader may also need when leading across cultural boundaries. It is from the foundation

of these two knowledge bases, leadership and intercultural training, that the field of

global leadership development is founded.

<center>Global Leadership Literature</center>

The literature presented here is based on three related areas of research. One is

from a context-specific perspective and is based on research within a specific sector or

even a specific company seeking to improve effectiveness within that particular context

(Brake, 1997; Black, Gregersen & Morrison, 1999). By far, the majority of this work

focuses on the corporate environment. The second is from a leadership studies

perspective and looks more broadly at leadership across multiple sectors and how it

varies in different contexts, including different cultural contexts (Hoppe, 2004; Dorfman,

2004; House et al., 2004; Dalton, 1998). The third comes from studies of culture and

cultural difference and looks at what it is about cultures that influences how leadership

manifests itself differently across cultures (Kluckhohn & Strodtbeck, 1961; Hofstede,

1984, 2005; Yukl, 2002, 2006). There is, admittedly, a very fine distinction between

these last two, but one that is important, nonetheless. What you look for influences what

you find. Whether you are an interculturalist looking at how culture is manifested in

leadership or a leadership expert looking at how leadership takes place in different

cultures shifts the focus of your inquiry.

Previous research (Kluchhohn & Strodtbeck, 1961; Hofstede, 1980; House et al.,

2004; Chhokar et al, 2008; Mendenhall et al., 2008a; Moodian, 2009) clearly indicates

that cultural differences are important. They are important in how we understand one

another, what we expect of our leaders, and how we lead and follow. Prior to the

GLOBE study, most of the research on global leadership was conducted in the United

States, Canada, and Western Europe (Yukl, 2002) or by scholars trained in the West.

Perhaps as a result, almost all prevailing theories of leadership and most

empirical evidence is North American in character, that is individualistic

rather than collectivistic; emphasizing U.S. assumptions of rationality rather

than aesthetics, religion, or superstition; stated in terms of individual rather

than group incentives; stressing follower responsibilities rather than rights;

assuming hedonistic rather than altruistic motivation; and assuming centrality

of work and democratic value orientation (House et al., 2004, p. 56).

As mentioned earlier, there are two perspectives on global leadership. The one

that asserts that global leadership is philosophically different from international or

intercultural leadership is the focus of this research. This distinction is summarized well

by Mendehall (2008). He states that although most competencies required in traditional

or domestic leadership arenas are also required by global leaders,

> that the global context places such high demands on the deployment of those
>
> competencies for all intents and purposes the skill level and deployment demands
>
> render the phenomenon so different in degree that it makes sense to address it as
>
> being different in kind to traditional leadership…. Specifically, the global context
>
> significantly increases for leaders the valence, intensity, and complexity of key
>
> contextual dimensions that also exist for those leading in a domestic context
>
> (Mendenhall, 2008, p. 16).

Despite this growing consensus that global leadership is distinct from domestic

leadership and that specialized skills are required, there are some scholars and

practitioners that maintain a belief in a universal view of leadership competencies. David

Campbell is one such scholar. In his chapter in *Advances in Global Leadership,*

Campbell (2006) enumerates a set of nine universal and timeless leadership

competencies. There are six basic competencies that can be shared or delegated (*vision,

management, empowerment, diplomacy, feedback,* and *entrepreneurialism*) and three

personal competencies (*personal style, personal energy,* and *multicultural awareness*).

This framework, which Campbell maintains is universal, places little importance on

intercultural competence. He defines the last skill, multicultural awareness, as "being

experienced and comfortable when working with diverse individuals in organizations that

cut across geographic, demographic, ethnic, and cultural borders" (Campbell, 2006, p.

156). He does not go on to explain how one becomes comfortable, and seems to equate comfort with effectiveness. Neither does he address whether it is important that others feel equally comfortable, or how cultural differences influences the other eight competencies.

A number of practitioners and scholars have developed global leadership models and have attempted to define the capacities that are required of this new breed of leader. Although there is great diversity among the espoused global leadership theories, one uniting factor is that they attempt to define how leadership is conceptualized and enacted differently across cultures. This particular subset of the literature examines three aspects of global leadership: the domains of leadership, the array of leadership tasks required, and the specific skills and capacities required to successfully carry out those tasks - in other words, who global leaders are, what they do, and what skills they need to do it. The literature seems to be identifying an aspect of metacognition that is central to global leadership. Not only do global leaders need to understand and feel comfortable working with multiple conceptualizations of leadership, but they also need to know how to figure out when to employ each one.

More has been written about global leadership in the corporate sector than in the public or non-profit sectors although global leadership skills are important for those working in all sectors. Research within a finite company or industry structured to meet identifiable and mutually agreed upon goals is far more manageable than loosely coupled groups of organizations and individuals who come together around difficult-to-define problems by stakeholders with often opposing goals (Bryson, 1995; Bryson et al., 2004,

Crosby & Bryson, 2005). How does one measure the effectiveness of leaders attempting to address poverty, environmental degradation, and pandemic diseases when it takes collaboration across many sectors and agencies to even begin to achieve results in addressing these issues? There is however, in both cases, a need for greater rigor in the research methods and reporting (Avolio & Luthans, 2006; Alon & Higgins, 2005; Morrison, 2000).

Global Leadership Models

In addition to the vast quantity of leadership research and the GLOBE study, other researchers have developed models that distinguish between global leadership and leadership in global settings. This research seeks in particular to identify that philosophical difference, that "something extra" that propels leadership to the global level. As we examine these global leadership models, the leadership theories discussed earlier help us understand the formulation and the application of the models across cultures. Trait theory is manifest in the inclination to define the leadership capacities or traits of global leaders. Situational and contingency theories inform the research that seeks to explain how global leaders must adapt to new leadership situations and how the combination of new skills and specific situations must constantly be analyzed to determine what action or means of taking action is appropriate. Several theories attempt to describe how varying concepts of leadership require leaders to reconceptualize the nature of the transactional agreements between leader and follower and to develop new ways to inspire followers to join the cause. Frequently, when teams are comprised of participants from societies with highly divergent concepts of leadership, greater

transformational skills will be needed as both leaders and followers seek to understand what is expected of them.

In his article on developing a global leadership model, Morrison (2000) distinguishes two approaches to studying global leadership effectiveness. The first involves company-specific competency models and the second involves generalizable competency models developed by academics (Morrison, p. 120). With respect to company specific models, Morrison identifies two key shortcomings: the occasionally large number of leader competencies identified, and the non-exclusivity of the characteristics. In general, global leadership research, due to inadequate diversity and the small size of some samples, lacks validity and reliability that would make them truly generalizable (Morrison, 2000; Yukl, 2002; Osland, 2008). Many models are based on research from exclusively or predominantly U.S. or Western-based companies and samples of fewer than 50 respondents.

Rather than analyzing each of these models individually, I will describe their main points and later synthesize what they tell us about global leadership. It is important to note that the majority of these models were developed before the publication of the GLOBE study thus making a comparative analysis of their findings with those of the GLOBE report of additional interest.

One of the early scholars of leadership in multinational corporations was Manfred Kets deVries. Kets de Vries & Mead (1992) conducted a study in which they surveyed corporate leaders in multiple countries and developed a list of ten categories of leadership qualities for leaders of multinational corporations.

Later, Kets de Vries (2005), together with colleagues at INSEAD, further

developed these categories into the Global Executive Leadership Inventory (GELI) which

measures leadership competencies within 12 dimensions, (a) *visioning,* (b) *empowering,*

(c) *energizing,* (d) *designing and aligning,* (e) *rewarding and feedback,* (f) *team building,*

(g) *outside orientation,* (h) *global mindset,* (i) *tenacity,* (j) *emotional intelligence*, (k) *life*

balance, and (l) *resilience to stress* (Kets de Vries et al., 2004*).*

Rhinesmith (1993) developed a list of 24 global leadership competencies that fall

into three core areas of responsibility of global leaders; (a) *strategy & structure,* (b)

people, and (c) *corporate culture*. Each of these three areas of responsibility is further

defined by two characteristics, two skills, two actions, and two mindsets. This model is

quite comprehensive and clearly demonstrates the complexity of global leadership, but is

not terribly intuitive or user friendly (Morrison, 2000).

Moran and Riesenberger (1994) conducted a survey of 49 senior U.S. managers

who serve on a business school's advisory board. They speak of the leadership mindset,

or the global quality leadership (GQL) of a global corporation.   The authors identified 12

competencies required to implement global strategies. These competencies were

organized around four core categories of competencies: *attitudes, leadership, interaction,*

and *culture*. The first category, *attitudes,* is comprised of three competencies: (a)

possesses a global mindset, (b) works as an equal with persons of diverse backgrounds,

and (c) has a long-term orientation. The *leadership* competencies are: (a) facilitates

organizational change, (b) creates learning systems, and (c) motivates employees to

excellence. The *interaction* competencies are: (a) negotiates and approaches conflicts in

a collaborative mode, (b) manages skillfully the foreign deployment cycle, and (c) leads

and participates effectively in multicultural teams. The *culture* competencies are: (a)

understands their own cultural values and assumptions, (b) accurately profiles the

organizational and national culture of others, and (c) avoids mistakes and behaves in an

appropriate manner in other countries.

Moran and Riesenberger's 1994) model is a little circular as it uses leadership as

one of the capacities to describe global leadership, but the book offers good discussions

about how to implement global strategies for developing and managing foreign

assignments.

Yeung and Ready (1995) surveyed 1,200 managers from ten major global

corporations in eight countries and identified eight core capabilities. Chief among them

was (a) the ability to articulate a tangible vision, values, and strategy, which was ranked

as desirable by nearly all participant countries. Other capabilities that were endorsed by

most, but not all country groups include (b) being a catalyst for strategic change, (c)

being results-oriented, (d) being able to empower others to do their best, (e) being a

catalyst for cultural change, and (f) having a strong customer orientation. Another

important finding in the Yeung and Ready research is that "significant differences in the

national emphasis on key leadership capabilities were found" (Morrison, p. 119).

In the Drucker Foundation's book *The Leader of the Future* (1996), leaders from

public, private, nonprofit and academic settings were invited to contribute a chapter

outlining what they felt were the skills and capacities future leaders would need to

possess. Consistent themes included calls to leaders and organizations (a) to create

learning environments and to be more flexible, (b) to be more team oriented, (c) to be open to alternate world views, (d) to be good change managers, and (e) to be creative. They also felt that leadership needed to be more representative of the population and distributed throughout the organization and not just to reside in a few positions at the top. The consensus was that in our fast-paced global marketplace there is too much information to manage for one person or even a small group of people, and developing leadership capacities throughout the organization is a key strategy for success.

In his book, *The global leader,* Brake (1997) describes what he learned through consulting and research about the type of global leadership necessary to create a world class organization. Brake identifies three competency clusters; *(a) business acumen, (b) relationship management,* and *(c) personal effectiveness,* which he refers to as the Global Leadership Triad. He continues to say that the central driving force of the triad is the transformational self. He defines the transformational self as an individual's engagement with personal transformation, a philosophy of possibility and personal engagement strengthened by reflection, personal mind management, and openness to change (ibid, pp. 41-44). His research further identified a list of 15 competencies that correspond to the three clusters. In the business acumen cluster are (a) depth of field, (b) entrepreneurial spirit, (c) stakeholder orientation, and (d) total organization astuteness. In the relationship management cluster are (a) change agentry, (b) community building, (c) conflict management and negotiation, (d) cross-cultural communication, and (e) influencing. In the personal effectiveness cluster are (a) accountability, (b) curiosity and learning, (c) improvisation, (d) maturity, and (e) thinking agility.

Brake also includes what he calls the ten most important personal qualities to assist with cultural learning: (a) *authenticity,* (b) *a sense of humor,* (c) *a sense of wonder,* (d) *courage,* (e) *resilience,* (f) *realism,* (g) *patience,* (h) *discernment,* (i) *self-confidence,* and (j) *detached engagement* (Brake, 1997, pp. 225-227).

For a multinational corporation, Brake offers both a useful framework to think of global leadership and a good set of development techniques for building capacity within the organization. Although not directly transferable, this framework has much to offer public leadership as well. Weaknesses of the research include a lack of specificity about the methodology and a lack of empirical evidence to support the model.

In 1999 Black, Morrison & Gregersen interviewed over 130 senior line and human resource executives in 50 companies throughout Europe, North America, and Asia. They identified a set of four core global characteristics that successful global leaders must have. These capabilities comprise two-thirds of the total set of capabilities required. The other one-third are business-specific capabilities and should be identified by the working group for each setting. The four global leadership capabilities are defined as: (a) i*nquisitiveness* – being constantly curious and eager for knowledge, (b) p*erspective* – managing uncertainty and balancing tensions, (c) c*haracter* - ability to connect emotionally with people from various backgrounds and integrity, and (d) s*avvy* – business savvy and organizational savvy. The authors consider inquisitiveness as not just one of the essential capabilities, but as the fundamental driving force of global leadership success, and they describe how inquisitiveness affects the other three capabilities (pp. 27-30). Black, Morrison and Gregersen also offer suggestions about how to develop these

four capabilities throughout the span of a career through a combination of strategically planned developmental experiences comprised of (a) global travel, (b) global teams, (c) global training, and (d) global transfers. In addition to being experientially based, reflection is a key practice at each stage of development.

Bryson and Crosby (1992) outline a leadership model designed specifically to address policy change in their leadership for the common good (LCG) model. Crosby addresses the need to find new ways to meet the challenges of transnational public problems in her book on global citizenship (Crosby, 1999). Crosby and Bryson (2005) further elaborate the leadership for the common good model and discuss both the *what* and the *how* of developing leadership capacity. Their framework, as refined in the 2nd edition of *Leadership for the Common Good* (Crosby & Bryson 2005), includes the following leadership tasks:

- *Leadership in context:* understanding the political, economic, and technological givens as well as potentialities
- *Personal leadership:* understanding and deploying personal assets on behalf of beneficial change
- *Team leadership:* building effective work groups
- *Organizational leadership:* nurturing effective and humane organizations
- *Visionary leadership:* creating and communicating shared meaning
- *Political leadership:* making and implementing legislative, executive, and administrative arenas
- *Ethical leadership:* sanctioning conduct and adjudicating disputes in courts

- *Policy entrepreneurship:* coordinating leadership tasks over the course of a policy change cycle

Although not originally conceived with global leadership in mind, Bryson & Crosby discuss each of these leadership tasks using domestic and international examples and providing recommendations for how to approach each task in culturally sensitive and inclusive ways. Despite the authors' advice about the need to be flexible and the suggestions they provide for how to adapt to other cultural contexts, the model lacks a specific focus on intercultural competencies and remains rooted in the predominantly western democratic context for which it was intended. Like other participatory leadership models, it assumes the existence of a certain level of democracy and rule of law. The model, as further refined in the new leadership for the common good book, also incorporates exercises at each stage to aid the learner in the development of each skill. As with other models, reflection and experiential learning are essential aspects of the model.

In *Global Literacies: Lessons on Business Leadership and National Cultures* Rosen et al. (2000) share their results from interviews with 75 CEOs from 28 countries and surveys of 1058 CEOs, presidents, managing directors, and chairpeople. They identify four categories of global literacies and corresponding skills. The first category is *personal literacy*, which is comprised of *(a) aggressive insight, (b) confident humility, (c) authentic flexibility, (d) reflective decisiveness,* and *(e) realistic optimism.* The second category is *social literacy*, which is comprised of *(a) pragmatic trust, (b) urgent listening, (c) constructive impatience, (d) connective teaching,* and *(e) collaborative individualism.*

The third category is *business literacy,* which is comprised of *(a) chaos navigator, (b) business geographer, (c) historical futurist, (d) leadership liberator,* and *(e) economic integrator*. The fourth category is c*ultural literacy,* which is comprised of *(a) proud ancestor, (b) inquisitive internationalist, (c) respectful modernizer, (d) cultural bridger,* and *(e) global capitalist.*

Rosen emphasized three critical points: First is the importance of context: understanding the external business environment and all its ramifications. Second is understanding culture at many levels: the worldview, the national perspective, the business environment, and the eye of the leader. And last is understanding that each culture has two levels of analysis: what is universal to all people, businesses, and countries, and what is unique to each. Understanding universals and uniquenesses is a core competency for the globally literate leader.

Rosen et al.'s work highlights two discoveries: first, that global literacies are the cornerstone of leadership universals, and second, that the more economically integrated the world becomes, the more important cultural differences become (Alon & Higgins, 2005, p.507). To that end, he articulates four layers of culture that a global leader must learn to manage. World Culture consists of *technology, change, globalization,* and *knowledge.* National Culture consists of *history, geography, religion, politics, economics*, and *psychology*. Business Culture consists of *purpose* (where are we going?), *plan* (how do we get there?), *networks* (how do we work together?), *tools* (what resources do we need), and *results* (how do we measure success?). And the final one, Leadership Culture, consists of *personal, social, businesss,* and *cultural* competencies as stated

above. It is these last competencies in the leadership culture that constitute the four global literacies – "they are the leadership universals for the twenty-first century, relevant to all business leaders" (Rosen et al., 2000, p. 50).

Osland and Bird (2006) and Osland (2008) offer comprehensive reviews of the global leadership literature. In her class on developing global leaders at the Summer Institute for Intercultural Communication in 2003, Osland & Taylor identified a set of four competencies, each comprised of a range of skills. The four competencies are (a) *personal traits and competencies,* (b) *interpersonal competencies,* (c) *global business competencies,* and (d) *global organizational competencies.*

Personal traits and competencies: commitment, cosmopolitan outlook, courage, curiosity, entrepreneurial spirit, maturity, thinking agility, cognitive complexity, ability to improvise, and create and maintain a vision.

Interpersonal competencies: with regard to people from other cultures the ability to: communicate, establish close personal relationships, motivate colleagues, manage cross-cultural conflicts, negotiate internationally, work in multicultural teams, build geographically dispersed communities.

Global business competencies: ability to: demonstrate global business savvy, balance both global and local tensions, meet demands for current performance and continual innovation and learning, and act in environments defined by increasingly higher levels of ambiguity and complexity.

Global organizational competencies: global organizational savvy, stakeholder orientation, and the ability to manage organizational change, to manage uncertainty, to create learning systems, and to manage cross-cultural ethical issues.

In their book on global leadership for the next generation, Goldsmith et al. (2003) identify fifteen emerging characteristics of global leaders. The first five are those they believe will be the most important for future leaders: (a) thinking globally, (b) appreciating cultural diversity, (c) developing technical savvy, (d) building partnerships and alliances, and (e) sharing leadership. The other ten characteristics include: (f) creating a shared vision, (g) developing people, (h) empowering people, (i) achieving personal mastery, (j) encouraging constructive dialogue, (k) demonstrating integrity, (l) leading change, (m) anticipating opportunities, (n) ensuring customer satisfaction, and (o) maintaining a competitive advantage. The book is clearly focused on developing corporate leaders, but offers many good reflective exercises that could be adapted for use in other sectors. Each section of the book describes a range of reflective exercises to help the emerging leader identify which skills she/he would like to develop and practical suggestions for how to develop those skills.

Summary of Findings of Global Leadership Models

In summary, these models represent two distinct perspectives, one that centers on identifying characteristics of global leadership from the perspective of a specific environment while the other applies more generally across global contexts (Morrison, 2000, Osland, 2006, 2008). In both cases, two types of characteristics were identified. The first is similar to characteristics or capacities of leaders described in the foundational

leadership literature and includes personal traits such as persuasiveness, curiosity, and integrity; or leadership capacities such as business savvy, communication skills, and negotiation skills. The second is an ethos, or mindset, a type of connective capacity that either holds the others together or enhances their effectiveness, or translates the skill to the global context. Examples of this are Brake's (1999), *transformational self* Black, Morrison & Gregersen's (2000) *inquisitiveness,* and the *global mindset* (Levy et al., 2007b; Moran & Reisenberger; 1994; Javidan, 2007; Rhinesmith, 1992, 1993, 1996), *cosmopolitanism* (Levy et al. 2007b), and *cognitive complexity* (Rhinesmith, 1992,1993, 1996, 2003; De Cieri, 2005; Levy et al., 2007b). Each of these refers to some difficult to quantify, slightly elusive skill or capacity that has a magnifying effect on the other capacities. In these cases, it is usually this "special" element that transforms leadership to global leadership, the element that adds the *gestalt* of global leadership.

There are also many references to cultural competencies, either in specific categories such as cross-cultural conflict resolution, cross-cultural communications, being able to connect with people from another culture, being a cultural bridge, or as the underlying ethos permeating all aspects of the model. In essence, global leadership is the ability to influence, motivate, and enable others to contribute to the achievement of common goals across international boundaries, regardless of the broader national, cultural, political, economic, and personal contexts. Implicit in that definition is the ability to draw on the cultural understandings of leadership and followership as is appropriate to the context.

What the literature indicates is that when seen individually the list of skills and capacities of global leaders is not all that different from skills and capacities found in the general leadership literature, although that list varies across cultures. There are two primary differences. The first is the inclusion of a set of intercultural competencies, and second is that "something extra" that allows leaders to be able to reliably accomplish these tasks in global settings.

<div align="center">*Global Leadership Assessments*</div>

In addition to the intercultural assessments mentioned earlier, there are a growing number of global leadership competency assessments that have been developed in the last four to eight years that seek to measure a broader range of global leader competencies than just intercultural competence. There are "numerous commercial global leadership assessments that are available for which there is scant, if any, research literature" (Bird, 2008). There are two for which such research is available that I wish to mention here.

The Global Competencies Inventory, "measures seventeen dimensions of personality predisposition associated with effective intercultural behavior and dynamic global managerial skill acquisition (Kozai Group, 2002,)" (Bird, 2008, p.74). The seventeen dimensions are grouped into three categories: P*erception Management, Relationship Management,* and S*elf Management.* The P*erception Management* factor measures how people approach cultural differences and includes the following dimensions: nonjudgementalness, inquisitiveness, tolerance of ambiguity, cosmopolitanism, and category inclusiveness. The *Relationship Management* factor "assesses a person's orientation toward developing and maintaining relationships" (Bird,

2008, p. 75). The dimensions measured by this factor include: relationship interest, interpersonal engagement, emotional sensitivity, self-awareness, and behavioral flexibility. The *Self Management* factor "assesses the strength of sense of self-identity and ability to effectively manage thoughts, emotions and responses to stressful situations" (ibid, p. 75). This factor measures optimism, self-confidence, self-identity, emotional resilience, non-stress tendency, stress management, and interest flexibility. The GCI is available on-line or via pen-and-paper format and consists of 180 items. The results are reported by ranking the respondent's score in three competency categories, each with two sub-scales: Low (limited or partial), Moderate (basic or good), and High (high or superior).

This instrument was designed for the international business market and is not cost effective for non-corporate users. The Kozai Group has, however, recently adapted a shorter version of the GCI for use in academic settings. No empirical research is yet available on the academic version.

The Global Executive Leadership Inventory (GELI) was developed by Manfred Kets de Vries and colleagues at INSEAD (Kets de Vries et al., 2004). The GELI grew out of the executive training work they have done and consists of both a self-assessment and a 360-degree assessment. The GELI consists of two broad categories, *Charismatic* and *Architectural,* and twelve dimensions: visioning, empowering, energizing, designing and aligning, rewarding and feedback, team building, outside orientation, global mindset, tenacity, emotional intelligence, life balance, and resilience to stress. It is important for there to be at least two additional colleagues (supervisor, co-worker, direct report, or

acquaintance) who also fill out the inventory in order to generate effective reports (Bird, 2008). It is a 100-item inventory, available either on-line or in pen-and-paper format in five languages (English, Dutch, German, French, and Italian). Results are reported both for the respondents' scores ranked against past executives' rankings as well as for the observers' scores.

More detailed analyses for these two instruments are available in Bird (2008) or at the websites for the Koazai Group (www.kozaigroup.com) and INSEAD (www.insead.com). Both were developed based on research within the business sector with business executives in mind. Further research would need to be done to determine the validity, reliability and goodness of fit to public and nonprofit leaders or to the education sector.

<center>Leadership and Global Leadership Development</center>

Global leadership development strategies are an outgrowth of leadership development strategies, making the two concepts inexorably linked. Part of the purpose of this research is to examine the distinction between the two from a developing world perspective and determine what, if anything sets global leadership development apart from leadership development.

<center>*Leadership Development*</center>

In addition to discussions of individual training techniques (Bass, 1990) two kinds of leadership development programs are described in the literature. One is a systematic development strategy offered in conjunction with the elaboration of a leadership model. Examples of such leadership development strategies include Kouzes & Posner's (1987,

1995, 2003b) model in *The Leadership Challenge*, Brake's (1997) model in *Global Leaders,* and Crosby and Bryson's (2005) *Leadership for the Common Good* model. These are intended for practitioner and academic use to develop long-term, ongoing, strategic leadership development and are not designed as short-term training modules to be delivered as a training intervention by a third party. However, many of the techniques and exercises can be adapted to and would be well suited for such a use. The fundamental aspects of these models were described in the section on global leadership models. The second type of training is a developmental training strategy intended to be utilized in a discrete, finite training program, over a finite (relatively short-term) time period, and typically delivered by a professional trainer. This type of program could be part of a strategic and developmental plan as mentioned above. Both have great value and offer insights for those seeking to enhance leadership capacities.

A range of leadership development techniques is described in Bass & Stogdill's (Bass, 1990) leadership handbook. The summary analysis indicates that effectiveness depends on the trainee, the trainer, the composition of the group, follow-up reinforcement and feedback, and whether or not there is congruence between the training and the environment for which the training is intended (ibid, p. 856). There were, however, a few generalizable recommendations regarding training design based on favorable evaluations. Two such categories in particular include *experiential learning activities* such as role playing, active problem solving exercises, and simulations; and a variety of *feedback mechanisms* that include external, as well as extensive self-reflection.

Two of the most detailed descriptions of how to design and deliver developmental leadership training are in the *Center for Creative Leadership Handbook of Leadership Development* (McCauley & Van Velsor, 2004) and in Avolio & Luthan's (2006) authentic leadership development model in *The High Impact Leader*. Both rely heavily on reflective practice and experiential learning.

The Center for Creative Leadership model has three primary components: *assessment, challenge*, and *support*. Assessment aspects are quite rigorous and pervasive throughout the stages of the training. They recommend a full range of self-assessment and computer assessments as well as feedback from group participants, trainers, co-workers and videotaping. The value of assessment is both to help participants understand their current level of capacity and to identify areas for development and to encourage an openness to change by their acknowledging the desire to close the gap between the current self and the ideal self (McCauley & Van Velsor, 2004).

Providing challenging experiences is essential. Little growth and development comes from practicing what you already know. Opportunities to learn and practice new skills allow one to stretch beyond what is comfortable and to develop new skills. This ability to function outside one's comfort zone is seen as a critical skill for a leader.

For training to have the desired impact and for people to be willing to engage actively in the assessment and challenge activities, it is essential to have an environment of support. Being willing to face ongoing, rigorous assessments and activities in which you may not always be able to put your best foot forward requires a great deal of trust. Establishing that trust between the group and the trainers and among the group

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participants from the very beginning is essential. Adequate support is also a key factor in maintaining a participant's motivation to try to change. This involves both a safe environment and encouragement for successes along the way.

As with the other leadership models described earlier, McCauley and Van Velsor (2004) identify a list of capabilities that can be developed through this process. They include: *Self-management capabilities* comprised of (a) self-awareness, (b) the ability to balance conflicting demands, (c) the ability to learn, and (d) leadership values (honesty, integrity, personal initiative and drive, positive and optimistic outlook); *Social capabilities*, comprised of the ability to (a) build and maintain relationships, (b) build effective work groups, (c) communication skills, and to (d) develop others; *Work facilitation skills*, comprised of (a) management skills, (b) thinking and acting strategically, (c) thinking creatively, and (d) initiating and implementing change.

These three categories align very well with those articulated by Brake (1997), Rosen (2000), and Osland & Taylor (2003). *Self-management* aligns with Brake's personal effectivenes, Rosen's personal literacies, and Osland's personal traits and competencies; *social capabilities* aligns with Brake's relationship management, Rosen's social literacies, and Osland's interpersonal competencies; and *work facilitation skills* aligns with Brake's business acumen, Rosen's business literacies, and Osland's global business competencies and global organizational competencies.

McCauley and Van Velsor (2004) further describe three main strategies to enhance this process (pp. 16-18). They are, (a) to create a variety of rich developmental experiences that provide assessment, challenge, and support, (b) to enhance the

participant's ability to learn from experience, and (c) to integrate the various developmental experiences.

The basic assessment/challenge/support model described by McCauley and Van Velsor (2004) has many similarities to the process described by Avolio & Luthan (2006). Although designed more for individualized development rather than program-led development, Avolio & Luthan also tackle the issue of leadership development through experience and reflection. The book provides practical exercises and examples the reader can use to enhance what they learn from life's experiences to accelerate the development of authentic leadership capacities. Avolio & Luthan (2006) define authentic leadership development (ALD) as

> the process that draws upon a leader's life course, psychological capital,
>
> moral perspective, and a 'highly developed' supporting organizational
>
> climate to produce greater self-awareness and self-regulated positive
>
> behaviors, which in turn foster continuous, positive self-development
>
> resulting in veritable, sustained performance (p.2).

Avolio & Luthan state that self-awareness is a fundamental starting point for ALD (ibid, p. 15) and go on to say that authentic leadership development occurs when the "theory of one's leadership", what leadership academics call the "implicit theory" in one's head, is challenged (ibid, p. 13). Our implicit theories are based on our interpretations of the past and the present. Part of this challenge is to look into the future as you build your vision for action and bring it back to the present. "Leaders must be able to interpret the past and present in order to bring the future to the present. They then

must go a step further and get others to interpret what the future in the present looks like" (ibid, p. 16). Providing support and positive reinforcement throughout the development process and for followers is also a central theme in their model. "The largest development impact was raising the positive beliefs of followers, instilling in them the conviction that they were better at a performance task than they thought" (ibid, p.51). And finally, as in the CCL model, reflective practice is stressed. "Some of the best learning cases for leadership development come from reflecting on one's own past successes and failures" (ibid, p. 68).

To avoid the pitfalls of past leadership models, Avolio & Luthan's research included a comprehensive study of all dissertation research for the past 100 years on authentic leadership development. Higher levels of efficacy were found in development programs that were based on "higher-end" leadership models, those that focus on transformational, charismatic, or visionary leadership (ibid, p.51).

In keeping with their idea that one of a leader's key tasks is to bring the future to the present, the author's are adamant that in order to be effective as a leader or to be able to assess effectiveness, you must first develop a roadmap for your development. This begins as the CCL model with assessing where you are today and where you would like to be and then continues to provide 10 easily measured impact points for ALD. One of the complaints about past leadership development programs has been a lack of assessment mechanisms.

Although some mention is made of the increasingly global environment of today's world, Avolio & Luthan do not directly address issues of global leadership. Their

research is based predominantly on U.S. or Western models of leadership development as found in the dissertations reviewed, and they tend to minimize the need to pay attention to domestic diversity by claiming to be "colorblind". However, because the ALD plan builds on reflection on personal experience, it has the capacity to develop leaders in any context their experience takes them, public or private, domestic or global.

Global Leadership Development

As Morrison (2000) said in his article on global leadership models, relatively little research has been carried out on global leadership characteristics, competencies, antecedents, and development strategies and "much more work needs to be done on essentially every aspect of global leadership" (Morrison, p. 129). His paper provides a rather thorough critique of global leadership models to date, points out that no comprehensive development model currently exists, and articulates a framework for how global leadership development models should be developed in the future. One significant shortcoming of existing research is that either it consists of anecdotal data from consulting experience with relatively small sample sizes, or it continues to be ethnocentric in nature by drawing on exclusively or predominantly western samples. As Morrison rightly points out, "global leadership is quite different from domestic leadership. What works in China does not always work in Canada or India" (ibid, p. 119). Morrison continues to say that the role that culture plays on determining norms and values is a key factor in distinguishing between domestic and global leadership.

Morrison offers a prototype for an effective global leadership competency model. It should have both culture specific or idiosyncratic characteristics and culture general or

universal characteristics. Each of these characteristics should be mutually exclusive, internally homogeneous, collectively exhaustive, stable, and relevantly named (Morrison, 2005, p. 122).

Although not articulated in a framework as explicitly as the one in the Center for Creative Leadership handbook, the development strategies of Black, Morrison, and Gregersen (1999) focusing on global travel, global training, global teams and global transfers could fit into the assessment/challenge/support framework. If the appropriate assessment and support mechanisms were incorporated into each phase of this process to assist the participant in navigating the challenges and encouraging learning through reflection, it could provide the challenge and opportunity described as essential for development.

Later, Black and Gregersen (2000) articulate a global leadership development process they refer to as a 'remapping' process. Global leaders, they say, need to stretch their mental maps beyond their familiar frames of reference and create global mental maps. This process can take place incrementally or dramatically. Incremental remapping takes place over a period of years and does not typically cause much discomfort or stress. Dramatic remapping, on the other hand, occurs quickly and usually involves a radical redrawing of the mental map within a short time frame. This occurs through a process of contrast, confrontation, and remapping. "First, people must encounter a substantially different map than they have in their head. In other words, a noticeable contrast must be created. Second, people must confront the contrast in a compelling way. Third, people must be given a conceptual framework for redrawing their original mental map" (Black

& Gregersen, 2000, p. 176). Although not a comprehensive global leadership development strategy, this process offers some useful insights into how a cognitive shift in perspective is needed.

Osland (2008) and Osland et al. (2006) provides a more recent review and critique of global leadership research than Morrison, in which she concurs that existing research has been less than definitive. She states, "there is no consensus on the construct definition of global leadership" (p. 61), resulting in conceptual confusion. She continues to say that much of the research has taken a content approach and has been limited to opinions regarding global leadership rather than assessments of actual behaviors (Osland, 2008); Bird & Osland, 2004).

Michael Hoppe (2004), in his discussion of cross-cultural issues in developing leaders, acknowledges that his model is based on U.S. cultural assumptions. He goes on to share research on ways in which cultures differ along six bi-polar criteria based on the work of Hall and Kluckhohn & Strodtbeck (Hoppe, p. 335). The cultural value orientations Hoppe uses are: individual-collective, same-different, tough-tender, dynamic-stable, active-reflective, and doing-being. This analysis is cross-cultural rather than global and offers only an analysis of how cultures vary, but not how to develop skills to understand, appreciate and adapt to those differences.

Chin, Gu, and Tubbs' (2001) Global Leadership Competencies Model outlines six developmental stages of global leadership competencies that correspond to Maslow's need hierarchy (Bueno and Tubbs, 2004). The stages are (a) ignorance, (b) awareness, (c) understanding, (d) appreciation, (e) acceptance/internalization, and (f) transformation.

These stages are quite similar to the worldview orientations outlined in Bennett's DMIS. They also correspond to the advancement from cognitive levels of understanding, or attitudinal and values level, to the behavioral level. While useful in its developmental approach, the study was such a small sample size that it is difficult to say that the model was empirically validated.

In their article on developing global leaders, Caligiuri and Di Santo (2001) examine whether competence can be developed through global assignments. Their conclusion is that knowledge, skills, and abilities can be developed through global experience, but some global leadership capacities that are deemed to be personality characteristics (i.e. openness to change and flexibility) were not effectively changed through a global assignment. The article does not describe what the intervention was or whether any development support was provided before, during, or after the global experience. It is therefore unclear if they were evaluating whether having a global assignment itself would develop greater global leadership capacities or whether that particular experience enhanced global leadership capacity.

In summary, there are no leadership development programs available that are designed specifically to develop global leaders at the cognitive, affective, and behavioral levels, and too little is known about what such a program would contain. There are, however, several models emerging that describe global leadership capacities and development strategies that address areas of development identified as essential in the global leadership models, but no comprehensive program yet exists. Even the GLOBE report does not address behavioral learning or assessment of global leadership

competencies, and it acknowledges this as a needed next step (House et al., 2004, p. 727). The GLOBE project report definitions of leadership also do not fit the criteria outlined by Morrison: mutually exclusive, internally homogeneous, collectively exhaustive, stable, and relevantly named (Morrison, 2000, p. 122).

<div align="center">Conclusions</div>

By analyzing the literature, I sought to learn how global leadership is being conceptualized, what competencies are seen as essential, and finally, to learn what is known about how to develop those competencies in future leaders from diverse cultural contexts.

The literature highlights three important points: (a) that a new kind of leadership that differs significantly from traditional leadership is needed, (b) that cultural differences are important and play a key role in defining this new leadership, and (c) that much theoretical work remains to be done. The call for a new kind of leadership, global leadership, is strong and irrefutable (Rost, 1991; Wheatley, 1999, 2006; Harris & Moran, 1999; Brake, 1997; Marquardt & Berger, 2000; Hoppe, 2004; Dalton & Ernst, 2004; Dorfman, 2004; Alon & Higgins, 2005; Avolio & Luthan, 2006; House et al., 2004; Chhokar et al, 2008; Mendenhall et al., 2008, Mendenhall, 2006). As Alon & Higgins (2005) state, "culturally attuned and emotionally sensitive global leaders need to be developed: leaders who can respond to the particular foreign environments of different countries and of different interpersonal work situations" (p. 501). Leadership scholars and practitioners from around the world have identified leadership challenges for the 21st century (Rost, 1991; Kouzes & Posner, 2003b; George, 2003; and Wheatley, 1999), and

many others have offered new leadership models to meet these challenges (Rosen et al., 2000; Brake, 1997; Black & Gregersen, 2000). Finally, as Mobley & Weldon (2006) state, connecting the dots on the proverbial moving leopard of global leadership (McCall, 2001) remains an elusive task (p. xiii).

Recommendations about a new kind of leadership fall into two categories. The first is from those who focus on a particular leadership attribute or skill such as authentic leadership (Terry, 1993, 2001; George, 2004), connective leadership (Lipman-Blumen, 1996, 2000), creative leadership (Guntern & Angelou, 1997), transformational leadership (Burns, 1996, Avolio, & Bass, 2002), and transforming leadership (Burns, 2003). Another group of scholars views leadership in terms of the changing contexts in which leadership takes place, and that these contexts are increasingly diverse (Yukl, 2002, 2006; Kouzes & Posner, 2003b, 1999).

Commentaries on the significance of context can be seen as early as 1981 in Harlan Cleveland *Governing a pluralistic world*, where he lets us know that international leadership and governance institutions are going to have to adopt new methods. Jean Lipman-Blumen (1996) alerted us 12 years ago that "a new wind is blowing…a wind that is changing the leadership climate around the world" (p. 3).   As the world flattens (Friedman, 2005, 2008) and technologies and the forces of globalization change markets and market players and as world citizens voice their growing dissatisfaction with the efforts to address persistent transnational public problems such as poverty, environmental degradation, and pandemic diseases, the need for new ways to lead is clear. Both the

contexts in which leadership is taking place and the players have changed dramatically and become far more diverse (House et al., 2004; Wheatley, 1999).

The second idea the literature makes clear is that cultural differences are important and must be considered carefully (Kluckhohn & Strodtbeck, 1961; Hofstede, 1980; Hall, 1959, 1966; Trompenaars and Hampden-Turner, 1998; 1993; Hoppe, 2004; House et al., 2004; Chhokar et al, 2008; Mendenhall et al., 2008a). How people construct their value systems and how they conceive of leaders and effective leadership varies across cultures (House et al.; 2004, Hofstede, 1980). "Leadership is culturally contingent" (House et al. 2004, p. 5).

In a synthetic model of global leadership adapted from the models presented by Brake (1997), Rosen (2000), Osland & Taylor (2003), and Osland & Bird (2008), the three domains of knowledge that a global leader needs to have are: knowledge of self (personal skills), knowledge of others (interpersonal skills), and knowledge of the context (business savvy). Although this list of capacities is still being formulated and debated, consensus is building about these core elements. In addition to these three domains of knowledge there is a need for something special. Alon & Higgins (2005) identify two emerging constructs as especially relevant to the development of successful global leaders: "cultural and emotional intelligences" (p. 501). This something special has been referred to as a global mindset (Boyacigiller et al., 2004a; Levy et al., 2007a, Rhinesmith, 1992, 1996), cultural intelligence (Peterson, 2004), the transformational self (Brake, 1997), inquisitiveness (Black, Morrison & Gregersen, 1999), and intercultural competence (Landis, Bennett & Bennett, 2004). Whatever it is called, it seems to be the

catalyzing element that transforms leadership enacted around the globe to the arena of *global leadership.*

The GLOBE project has answered many questions and posed several more. If global leadership depends more on the ability to transcend cultural differences regardless of the setting or previous specific knowledge of that culture, then the existence of a set of universally accepted leadership characteristics such as those identified in the GLOBE study will be of tremendous value. As the reports states, however, this is not enough. "It is not clear whether similar CLT profiles necessarily mean that leadership types can easily be transported between the two cultures. Although this is an intuitively obvious and appealing conclusion, it needs empirical verification." (House et al, 2004, p.731).

Finally, the third idea that the literature has made clear is that we still have much to learn, especially about how to train people in diverse cultural settings. What we have learned is that global leadership development needs to be (a) experiential, (b) reflective, (c) developmental, and (d) requires ongoing assessment. The framework of assessment, challenge and support outlined by the Center for Creative Leadership and Black & Gregersen's remapping models seem particularly valuable as developmental tools, at least within a western, developed-country context.

This research addresses the following questions from the perspective of people from three developing countries. *How do* the respondents conceptualize leadership and global leadership, *what skills* are needed, and especially, how import are intercultural competencies, and *what differences* do they see relevant to global leadership development vis-à-vis their country's, or their culture's perspective?

CHAPTER THREE: METHODOLOGY

This chapter describes the rationale for and process utilized in this grounded theory study of global leadership development strategies for people in developing countries. As detailed in Chapter Two, much has been written about leadership and what it takes to be a leader, but less about how to develop global leadership skills in others, and especially little has been written from the perspective of people from developing countries or those working in sectors other than private business. Based on this identified gap in the knowledge base, I began to wonder to what extent the emerging global leadership development strategies apply to people from developing countries working in non-business, international environments.

In considering how to answer this question two possible approaches presented themselves: (a) to test the applicability of existing models on the target population, and (b) to generate a theory or model from within the target population and then compare that model to existing ones. My own personal experience working internationally, as well as my experience working closely with over 100 international students and scholars who have repeatedly expressed concerns about the transferability of existing theories and models to their own work environments, led me to the conclusion that it was critical to hear directly from the desired populations and to develop a theory based on their perceptions. It would have been impossible to enter into this inquiry seeking to test existing models without imposing an externally derived, western model. "The usefulness of a theory is how it was generated…we suggest it is likely to be a better theory to the degree that it has been inductively developed (Glaser & Strauss, 1967, p. 5).

Refining the Research Approach

Strauss & Corbin (1998) state that "grounded theory methodology and methods (procedures) are now among the most influential and widely used modes of carrying out qualitative research when generating theory is the researcher's principal aim" (p.vii). A grounded theory approach allows for the emergence of theory and models directly from the research subjects' understandings. To further test the fit of grounded theory methods to my research interests, I analyzed criteria for both qualitative research and grounded theory methods.

John Creswell (1998) outlined rationales for using a qualitative research approach in his book on qualitative inquiry and research design. He suggests that qualitative research methods are most appropriate when (a) the research question starts with a *how* or a *what* so that initial forays into the topic describe what is going on, (b) the topic needs to be explored – including when theories are not available for certain populations and need to be developed, (c) there is a need to present a detailed view of the topic, or a close-up view does not exist, (d) you wish to study individuals in their natural setting, *(*e) there is an interest in writing in a literary style – bringing the writer into the study directly, (f) audiences are receptive to qualitative research, and (g) you wish to emphasize the researcher's role as an active learner who can tell the story from the participants' view rather than as an "expert" who passes judgment on participants.

These criteria are a good fit for my research agenda. I was interested in learning *what* is happening within the population and *what* they feel should happen – to fill in the current knowledge gap. I wanted to discover what themes emerge from the data directly

and felt it appropriate to bring my years of international work into the analysis. I concluded that a qualitative research approach provided the best possible research approach.

Exploring grounded theory research was a little less straightforward. Since the discovery of grounded theory (Glaser & Strauss, 1967), there has been a split in the authors' conceptualizations of what constitutes grounded theory and how to conduct it. This is due in part to differences in their basic ideological frameworks and their tendencies toward positivist or constructivist viewpoints (Charmaz, 2000, 2005). Glaser (1992), in his work on emergence vs. forcing, advocates using a less structured method and staying open to what emerges from the data and claims that Strauss (1987) and Strauss & Corbin (1990), through their more prescribed methods, force an external, preconceived structure onto the development of theory. Straus & Corbin (1998), however, refute this in a later book, wherein they state that a "researcher does not begin a project with a preconceived theory in mind…rather, the researcher begins with an area of study and allows the theory to emerge from the data (p.12). According to Charmaz (2000, 2005), however, who is decidedly a constructivist, both Glaser and Straus & Corbin are still rooted in a positivist paradigm in that they advocate for the discovery of some existent, objective reality that explains the theory. Charmaz, on the other hand, openly acknowledges that the researcher plays a key role in constructing the theory (2003, p. 281) and that all theories represent *a view* of the phenomenon, set in time and space. Despite differences in interpretation and execution, they share a reliance on a constant comparative method using coding, memoing, analysis, theoretical sensitivity,

theoretical sampling, and writing. This method is an iterative process, where coding and analysis begin as data is collected, and is used to help shape further data collection and subsequent coding.

I chose to use the more structured method that is closer to the guidelines outlined by Strauss (1990) and Strauss & Corbin (1998), because I believed that this study could benefit from the more structured set of methods. Any work in grounded theory research, however, relies heavily on the original work of Glaser & Strauss (1967).

Outline of Research Methods

Although outlined in a sequential format, as part of the constant comparative method (Glaser, 1978), the research steps often took place simultaneously and were part of an iterative, developing process. For example, following the process outlined by Strauss (1987) and Creswell (1998) I began to code the data as soon as I began to collect it and then used that analysis to shape future data collection. A more complete description of each step and specific examples of the research activities follow.

It is important to point out that, although grounded theory has specific, well defined process steps for the researcher to follow, maintaining the flexibility to adapt the process and the tools according to what emerges from the data is essential to avoid subverting the entire process by adhering too strictly to preconceived ideas (Glaser & Strauss, 1967; Glaser, 1992; Strauss, 1987; Strauss & Corbin, 1990, 1998; Creswell, 1998; Charmaz, 2005). There is no point in choosing an inductive approach to theory development if one is not going to listen to what comes from the data. The interview questions were intentionally open-ended to elicit narrative, thick description from the

respondents, leaving open the possibility that an alternate theme could emerge that had

not been anticipated during the design or initial data coding and analysis. This is part of

the process referred to as theoretical sensitivity and theoretical sampling, which Strauss

(1978) sets forth as essential elements of grounded theory. This refers to choosing

subjects and situations to include in the study and adapting the process during the study

based on emerging themes and models (Bodgen & Biklen, 2007, p. 79).

Data collection and data analysis followed in an iterative, cyclical process typical

of grounded theory research. Salient aspects of each phase will be described in detail in

the following sections, but briefly the process was as follows:

- Finalization of research focus

- Identification of research subject population

- Solicitation of research subjects

- Informed consent, data security and confidentiality

- Electronic survey

- Selection of interview candidates

- Preliminary analysis and coding of survey data

- Individual interviews

- Data analysis

- Coding of interview data

- Member checks on individual interviews and survey data

- Continued coding, memoing, and analysis

- Theoretical sampling and theoretical saturation

- Generation of themes

- Member check of themes by country

- Comparative analysis by five biographical identifiers

- Final analysis and synthesis of findings

Finalization of the Research Focus

The identification of the research topic was finalized in November, 2007, prior to the approval of the research methodology. The focus of the research is framed by a primary research question and three secondary questions as a means to more fully explore the topic.

Primary research question: What are effective global leadership development strategies for people from developing countries?

Secondary research questions:

1.   What challenges do global leaders face when working internationally?

2.   What skills and competencies are essential to be an effective leader in a global setting?

3.   What are the essential differences between global and local leadership?

Identification of Research Subject Population

Considering my years of experience with the Humphrey Fellowship program and my specific interest in looking at global leadership development strategies from the perspectives of those in developing counties, the Humphrey Fellowship alumni seemed a good potential population with whom to conduct this research. More than just my

interest, however, was needed to confirm the Humphrey alumni population as a good match for the study. Criteria that were considered include that this population had a minimum of ten months of extensive intercultural interactions during their fellowship years, many have gone on to work extensively in international contexts following their fellowships, they represent a broad range of fields in public, private, education, and nonprofit sectors, and the more than 3,900 Fellows represent over 150 countries. In addition, through their fellowship experience, they have some shared experiences to draw upon which could serve to focus the study.

For this study I have selected to focus on three counties, Brazil, India, and Nigeria. These countries were selected because they represent the nexus of three important criteria: (a) they are geographically and culturally diverse, allowing for a comparative analysis across a broad range of cultural and geo-political contexts, which offers a deeper, richer, and broader base from which to develop theory, (b) they have high numbers of former Humphrey Fellows (more than 100 in each country), thus maximizing the potential response rate all three countries, and (c) were included in the original GLOBE study, which provides baseline data about culturally contextualized views of effective leadership. As a former program coordinator for the Humphrey Fellowship program at the University of Minnesota, I believed that my affinity with the experience of these fellows would also serve to enhance the rate of response of this core group. It is important to note, however, that there is no reason to believe that my past association with the program would have adversely influenced the authenticity of the respondents' replies. Their participation was completely voluntary, anonymous, and because both

their involvement with the Humphrey Fellowship Program and mine is in the past, there are no mechanisms of control that I can exert to influence, aid, or hinder their careers. Nor is this study an evaluation of the Humphrey Fellowship program.

Solicitation of Research Subjects.

Initial solicitation of subjects to participate in the research survey was distributed electronically via email to former Humphrey Fellows from the three selected countries. The process for managing participant solicitations was as follows: An email solicitation to participate in the study was sent containing the following items: (a) a description of the scope, purpose, and proposed use of the study; (b) an outline of the terms of participation; (c) an assurance of confidentiality of individual responses; (d) a request to participate in the study by filling out the survey via the link to the electronic survey which was provided; and (e) informed consent and contact information for the researcher for anyone who wanted further information. Each recipient was asked to respond directly, allowing him/ her to self-select as a participant with assurance of anonymity. Samples of these materials are included in Appendices B1, B2, & B3.

The initial email solicitation was sent to all former Fellows in the three countries for whom an email address was known. Of the total potential population of 324 former Humphrey Fellows from the three countries, an initial list of email contact information was known for 248. Many emails turned out to be inaccurate and, after a process of seeking new, valid contact information, a total of 125 emails were sent for which I did not receive an error message. Of those, 47 were to Brazilian Fellows, 41 to Indian Fellows, and 37 to Nigerian Fellows. From the 125 solicitations, I received 45 survey

responses. Of the 45 survey responses, 13 were duplicate or incomplete attempts. In the

end, 32 complete and viable surveys were received.

<div align="center">*Informed Consent, Maintaining Security and Confidentiality*</div>

Informed consent. An individual consent form for each of the two data collection

events (the survey and the interview) was used. The first part of the electronic survey

included the informed consent form (Appendix B3) with a place where each respondent

could enter his/her name indicating that he/she understood the terms and conditions and

that by completing the survey they were granting their informed consent. A full

description of the research project and its purposes was included. After a survey

respondent was selected for an interview and the interview time and date was arranged, a

recap of their responses from the survey and a consent form for the interview was sent by

email prior to the interview.

Maintaining data security and confidentiality. All data was maintained in the

possession of the researcher in a locked, private office. The data file that links

respondent names to participant numbers is password protected and/or stored in a locked

file cabinet. All working files of data are identified only by participant number. All data

reported is done only in aggregated form. All email communications were done on an

individual basis so that none of the respondents had access to contact information for any

of the others.

<div align="center">*Electronic survey*</div>

The purpose of the electronic survey was two-fold: first, to gather data from

which to select the interview candidates, and second, to begin the process of open coding.

Following the informed consent and the definition of terms, the first section of the survey

consisted of a series of questions seeking basic history, including name, age, academic

and past work experience in international contexts. The second portion consisted of three

open-ended questions inquiring about the respondent's thoughts regarding essential

global leadership skills, acquisition of those skills, and suggested development techniques

for future global leaders. The final section contained two types of self-assessment

questions regarding the subjects' view of his/her effectiveness in global contexts. First

were two Likert-type scales to rank personal effectiveness from his/her perspective as

well as from others' perspectives. The last is a set of questions asking about his/her

strengths and weaknesses as a global leader. The survey was managed through the

electronic, on-line survey system, Survey Monkey. An example of the survey that was

posted on-line is attached in AppendixB4. This process not only made the survey easy

for all respondents to access, but it also ensured greater confidentiality, as their responses

were accessible only by the researcher.

Selection of Interview Candidates

Specific interview candidates were selected based on their Interview Interest

Scores (IIS) from the survey.   The IIS was determined by allocating points to responses

to the survey. These points were based on the length, depth, and breadth of his/her

international experience and his/her own assessment of efficacy as a global leader. For

example, one point was allocated for each six months of international experience; one

point was allocated for each non-native language spoken. Those with the highest scores

were selected for individual interviews. Although monitoring for gender representation

within each country group was an additional criterion of selection, it was not necessary to adjust the selection based on gender as both male and female candidates ranked high on the IIS. Invitations to participate in the interview process were extended via emails to those selected. Only one of those invited to participate declined, and in the end fourteen interviews were conducted. A sample of the form that was used to score survey responses and a detailed explanation of how the scores were assigned are attached in Appendix B5.

A target of 30 surveys from each country was sought; although not that many were received. Although it is not possible to determine the precise reason for the lower response rate, contributing factors may have included a lower number of valid email contacts than anticipated, lower levels of intercultural work experience among the group causing Fellows to self-select out of the study, and busy schedules. Four surveys were completed by phone or email rather than by Survey Monkey due to technical issues or at the participants' request.

The interview subjects ranged in age from 32 to 62 with an average age of 48.4 years. Eight were male and six were female. Many of them had worked in more than one sector during their careers, including banking, education, financial advising, government civil service, healthcare, information technology, international development, journalism, law, and law enforcement. Although most had experience in more than one sector, each respondent was assigned a primary sector, based on where they had had the most extensive international experience. The respondents were assigned to sector categories as follows: two from private industry, four from the government sector, and

eight from the international development sector (which also includes those in education, health care, journalism, and law because they all also had experience in international development projects). I use the acronym INGO for this sector.

Preliminary Data Analysis of Survey Data

The responses to the open ended questions on the survey provided preliminary data to begin the coding process. At this stage only open coding was done, using language from the text (In vivo codes) to develop and assign codes. These codes were later subsumed into the interview data rather than being kept separate because there were no codes generated from the surveys that were not also present in the interviews.

<div align="center">

Individual Interviews in Three Countries

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I conducted 14 total interviews: five with Brazilian Fellows, five with Nigerian Fellows, and four with Indian Fellows. Most of the interviews were conducted via telephone between November 2007 and June 2008. All interviews were recorded using a digital recorder and transcribed verbatim. Because of the occasional poor sound quality of the recordings, this was a time intensive process, although it did ensure a high level of familiarity with the texts and enhanced the preliminary coding and analysis. Follow-up with each interviewee consisted of (a) an email exchange to review the text from the interview, allowing each subject to verify or correct the data, (b) if necessary, a second phone call to clarify data, and (c) a final email to ask subjects to comment on summarized data from their country group. Due to bad phone connections and/or the subsequent poor quality of the recordings; one interview was conducted by email and parts of two others were completed by email. Two interviews were conducted in two parts due to losing the

telephone connection during the call. The interview protocol and informed consent form are attached in Appendix B6 & B7.

<div align="center">*Data Analysis*</div>

Coding the Data

Interview texts were analyzed and coded using NVivo qualitative analysis software to further develop the preliminary coding categories that emerged through the initial survey. This analysis followed the standard protocol for grounded theory research as described by Strauss & Corbin (1998) in a constant comparative method integrating the ideas of the participants into the development of the study. There are three stages of coding, open coding, axial coding, and selective coding. Each text was first analyzed and coded independently and then compared with texts from the same country grouping. A final analysis was done for the full group across age, gender, sector and experience. Two member checks were conducted during the process and are described later in this chapter.

Open Coding. In the open coding stage the text was analyzed and coded by assigning topics or codes to segments of the text. This included codes such as "open-mindedness," "understanding others," "media and technology," and "communication". At this stage, codes were assigned to the text without worrying about how they related to one another. Some seemed to fit a suggested category and were assigned there on a provisional basis. Examples of such provisional categories are "challenges faced" and "skills needed". Because questions were asked about these topics, it was assumed and quickly confirmed that data would emerge in these categories. This was consistent with the initial coding of the survey data.

Axial Coding. In the next stage, axial coding, the existing codes were examined and grouped in clusters, referred to as trees. Trees are coded to indicate a theme or grouping of ideas. Codes that could fall within the same category are assigned to the same tree. This process typically involves some coding in both directions. Sometimes a theme emerges first, and further refinement of the theme reveals that a greater level of subtlety exists, and more explicit codes are developed later. In other cases, previously assigned codes are pulled together, and the tree code is assigned once it becomes clear how the concepts relate to one another.   In other cases, a code that has been provisionally assigned to one tree may be moved to another tree that better fits the concept upon closer analysis. As in the open coding process, this is an iterative process. As themes develop, they are compared and adapted or changed to constantly best reflect the ideas expressed by the respondents. In some cases, a concept was clearly articulated in a later interview and then previous interviews were reviewed to determine if that concept was present in the earlier interviews as well. At this stage, great care was taken to ensure that concepts were not imposed when the concept did not really exist. Specifically, even when it seemed that a new concept applied to a given interview, unless specific text could be identified to which it could legitimately be assigned; it was not coded with that code. This process involved multiple iterations and examinations of text to refine the more subtle nuances of the text.

Member Checks

Each respondent was sent his/her transcript to review after it had been transcribed and invited to make any comments or changes they wished to make.   In nearly all cases

this was done prior to the text being coded, but if it had been coded already, the transcript was updated based on their comments and recoded in the same manner as the original data.

Continued Coding, Memoing and Analysis

Selective coding is the final stage of the coding process and involves the development of overarching themes throughout the data sets. This coding process took place towards the end of the analysis while the summary reports were developed for each country and again while the comparative analyses were done among all five of the biographical identifiers. While the coding was refined and the country reports were compiled, main themes emerged regarding categories of data that informed the research questions. At this time, it became clear that answers to four of the research questions were of greatest interest. These were the questions that aligned with the one primary and three secondary research questions: (a) challenges and rewards of global work, (b) skills or competencies required, (c)recommended strategies for global leader development, and (d) differences between global leadership and local leadership. It was through this coding process that it became obvious that responses to the questions regarding strategy recommendations and their perceptions of the differences between global and local leadership were going to provide the most divergent views. It also became clear that rich data were emerging regarding the challenges faced which also brought this question into sharper focus during the analysis. This is what is meant by *theoretical sensitivity,* the researcher must remain open, or sensitive, to the data in order to allow themes to emerge naturally (Glaser & Strauss, 1967). For this reason, greater care was taken with

subsequent interviews to pay special attention to these themes. In turn, this required an additional review of all the texts for challenges and distinctions between global and local leadership.

Throughout the coding and data analysis process, I made notes and wrote memos about observations and impressions from the interview or reflections and interpretations during the coding process. As part of theoretical sensitivity, it is important for the researcher to continually be asking questions about the data (Strauss & Corbin, 1998) What is going on here? What does this mean? How do these items relate to each other? Is this person talking about the same thing as another person, or are they different somehow? This led me to return to the data again and again to search for potential themes, and resulted in a deeper and richer understanding of the data.

Theoretical Sampling and Theoretical Saturation

It is possible that, through coding and theme generation that the data analysis will indicate the value of additional sampling. This is known as theoretical sampling and means that additional data is gathered to purposefully test an emerging theory. The desire is to sample respondents until theoretical saturation has been reached (i.e. no new categories or elements of categories are being generated). One of the main challenges of grounded theory research is to realize when theoretical saturation has been reached (Charmaz, 2007, 2000). Two means of checking theoretical saturation were utilized. First, close attention was paid to the generation of new categories during the coding of the later interviews. No new theoretical codes were generated, and very few sub-codes were generated in the last interviews. Those that did appear did not add any new

distinctions to the data (but perhaps a new skill in one of the existing categories).
Second, checks with each country group on the summary report for that country did not
generate any new categories.

Theme Generation

To better capture and understand the central focus of the data coding, lists for the
four primary questions were created. This was achieved through the axial and selective
coding process and through memoing and analysis. Through the continuous process of
analysis and theoretical coding, themes began to emerge from the data. For example,
early themes that emerged were the importance of effectively managing intercultural
interactions and communication issues. Seeing the central role these topics (and others)
played in early interviews, it became clear that these were topics to look for in subsequent
interviews. Through continued coding and memo writing, additional themes emerged as
well.

In the initial phase, lists of codes in primary trees were created. This included
lists of challenges, rewards, skills, and recommendations. These lists were studied for
sub-themes and eventually, additional coding categories were assigned. For example, in
the skills categories, four categories of skills emerged (personal, interpersonal,
intercultural, and professional). Each code was carefully considered to ensure the best fit
in a category.

Comparative Analysis by Five Biographical Factors

After the preliminary lists were generated, matrix coding analysis was done to determine the frequency of certain codes. At this stage, I was not monitoring how many times a certain item was mentioned, but by how many respondents it was mentioned.

The categories for each of the five biographical factors are as follows:

Country: Brazil (5), India (4), and Nigeria (5)

Sector: Private (2), Government (4), and International Aid (8)

Experience (Based on GLE score): High (5), Middle (5), Low (4)

Gender: Male (8), Female (6)

Age: High (5), Middle (5), Low (4)

Experience. After the interview process, each respondent was assigned a new global leadership experience (GLE) score that included the expanded data gathered through the interview process. An explanation of this process is described in Appendix B8. It is this GLE score that was used to rank the respondents for the comparative analyses. Since all respondents were former Humphrey Fellows, they all had a minimum of one year's experience in a highly intercultural environment. The level of experience was highly correlated with age as might be expected, and in all but one case, the youngest participants had the lowest GLE scores. Two of the younger respondents had extensive international experience either as a child or young adult, or had extensive international work experience early in their careers, although not necessarily leadership experience.

Age. Respondents were assigned to high, middle or low age groups. Their ages ranged from 32 to 62 and they were divided into three groups as follows: high (62, 61, 53, 52), middle (51,51,49,49,47,47), low (42,41,40,32).

Sector. I use the acronym INGO to refer to the international aid sector in the text and on tables despite the fact that not all of the respondents currently work for international ngos. The group includes some who work across sectors (international development and education) and some for whom past experience with international development projects represent the arena in which they have had the greatest international experience.

In conducting the data analysis I first looked at all the codes that had been reported by 50% or more of the full group. From this list categories of codes and themes began to emerge. Later, in order to determine if any of the themes varied across the biographical groupings (country, sector, experience, gender, and age) the data was disaggregated and analyzed again to see which concepts reach the 50% threshold in each grouping and by which subsections of each grouping.

Final Summary of Data

A summary of the data for each country was sent to each respondent in that country. After comments were received and noted, a final analysis and summary of the findings was undertaken which is presented in Chapter Five. These finding outline the major and minor themes generated and compare them to the themes most prominent by country, sector, experience, gender, and age.

Limitations

In addition to the contributions of this study, there were also some limitations. Among the limitations are the small sample size (14 respondents) and the fact that there was only one researcher involved thereby limiting the peer review processes. This was mitigate to some degree by the constant comparative method and the coding check with an outside researcher that helped verify the fit of the analysis to the data. The fact that the interviews were conducted by phone rather than in person perhaps allowed for a little less rapport building with the respondent, but may have been offset by the mutual affinity with the Humphrey Fellowship program and the potential advantage of a sense of greater anonymity and freedom to express thoughts freely. A greater limitation regarding the phone interviews was that in a few cases the sound quality of the recorded interview was quite poor and occasionally there were words or phrases in the interview that were inaudible or undistinguishable. In most cases, but not all, these statements were clarified when the transcripts were sent to the respondent for review. Another potential limitation is that the respondents were all former Humphrey Fellows, and may have been influenced by U.S. concepts of leadership having spent at least one year in the U.S. as part of a leadership development program. While the exposure to U.S. culture is a common factor, the differences in the backgrounds and personal experiences of the group compensate for that quite well. The respondents themselves represented a diverse range of fields, their fellowship experiences spanned more than 20 years, and took place at different universities. In addition, most of the Fellows have had extensive experience in other countries in addition to their fellowship experience in the U.S. And finally, this study,

like others before it relied on self reporting from individuals rather than on observed

behaviors (Osland, 2008), and was also subject to a confusion of global leadership and

global management, due partially to the range of experience of the participants, and in

part to the lack of exclusive focus on only leadership experiences. This stems in part

from a belief on my part in collaborative and less hierarchical leadership models where

the relationship between leaders and followers is more dynamic requiring leadership

tasks to be fulfilled by all participants at times in the process.

Credibility, Transferability, Dependability, and Confirmability

"Terms such as credibility, transferability, dependability, and confirmability

replace the usual positivistic criteria of internal and external validity, reliability and

objectivity" (Denzin & Lincoln, 2005, p. 24). John Creswell (1998) outlines eight

verification procedures that qualitative researchers can employ to address issues of

validity and reliability. He recommends that a researcher engage in at least two of them

in any given study. Of the eight, I comment on those that have relevance to this study.

Prolonged Engagement and Persistent Observation in the Field

In addition to emersion in the data for a number of months during the study, my

eight years working and studying with international fellows and an additional 20 years in

international business provided me with extended experience observing and working

across cultural boundaries. In particular, the four years that I spent as the program

coordinator for the International Fellowship Programs at the Humphrey Institute of

Public Affairs at the University of Minnesota gave me a close, first-hand understanding

of a global leadership program. This experience is outlined in Chapter Four and explains how my experience has shaped and guided the development of this research.

Triangulation

Triangulation refers to the process of examining the data or the phenomena being studied from multiple perspectives. There were three means by which I sought to achieve this. First, the subjects themselves provided multiple perspectives. They represent three geographically and culturally diverse countries. They provide both male and female perspectives as well as representing three sectors (government, private business, and international aid) and engage in multiple fields of work. They span three decades in age and include people who have extensive experience as well as those who are newer to global leadership. Second, data was gathered in both written and oral form through surveys and interviews, thus allowing two forms of expression. And finally, my own experience was used as a filter through which to interpret the data. Using these multiple perspectives allowed for the development of a more nuanced analysis of the data.

Peer Review or Debriefing

Because this study is part of a doctoral dissertation, it is subject to review by a committee both before and after completion. In addition, the work is supervised by an academic advisor throughout the study. This provides an external check on both process and integrity.

Clarifying Researcher Bias

In Chapter Four of this study I outline the background, experience, education and interest I bring to the study. My personal interests and underlying assumptions are

detailed there. Additionally, processes for alternately bracketing (Husserl, 1931) or

including those assumptions in the research analysis are specified.

Member Checks

Lincoln and Guba (1985) consider this to be "the most critical technique for

establishing credibility" (p. 314).   As outlined in the analysis process, the respondents

had more than one opportunity to verify and correct data as it was being analyzed, coded,

and reported. Respondents received transcripts of their interviews and were invited to

make additions or corrections. They were also sent country summary reports of the

initial data analysis and again invited to comment. Samples of these materials are

attached in Appendices B9, B10, and B11.

Rich, Thick Description

"Rich, thick description allows the reader to make decisions about transferability"

(Erlandson et al., 1995; Lincoln & Guba, 1985; Merriam, 1988) …With such detailed

description, the researcher enables readers to transfer information to other settings and to

determine whether the findings can be transferred 'because of shared characteristics'"

(Erlandson et al., 1995 in Creswell, 1998, p. 203). My analysis includes detailed, thick

description with quotations taken directly from the participants statements to allow

readers to make connections for themselves.

External Audits

An external audit of the coding reliability was conducted for this study. A coding

check was conducted with a colleague, Ms. Akiko Maeker, not associated with the

research to assess the extent to which there was a reliable match between our coding

categories. Specifically, one full interview text along with the list of interview questions providing the context for the research was given to a colleague, along with general instructions on how to code data. A sample paragraph, with codes noted, taken from a text other than the interview she was asked to code was also provided. Samples of the materials send to Ms. Maeker are attached in Appendix B12. Ms. Akiko Maeker is a fellow doctoral candidate from my academic department, is familiar with qualitative research data analysis and the challenges and expectations of people working across cultures, and has a great deal of experience working in intercultural environments. Of the 71 codes that I had identified for this passage, Ms Maeker's codes were consistent with 64 of them. Of the seven codes not present in her coding, four of them were tree codes identifying a category (e.g. *most significant experience, skills needed*) which she had not been asked to do. Of the codes present in Ms. Maeker's coding, only two were items I had not identified in this interview (i.e. *events resulting in negative experiences*, and *resignation)*. The concepts were not new, but added nuance to meaning. If we then assuming a difference of 5codes between the two coded texts (2 from Ms. Maeker's and 3 from mine) that would indicate 92.95% agreement.

Reviewing Cresswell's verification procedures for this study, issues of credibility were addressed through the peer review, multiple perspectives, and member checks; issues of transferability were addressed through the usage of thick, rich description; and issues of dependability and confirmability were addressed through the peer review, member verifications, coding check, and constant comparative process. In summary, this

study allowed for the needed flexibility of grounded theory research and paid attention to the rigor of the methodology to ensure the quality of the findings.

CHAPTER FOUR: CONTEXTUAL BACKGROUND

The Hubert H. Humphrey Fellowship Program

In this chapter are descriptions of the core elements of the Humphrey Fellowship Program (the group from which the research population was drawn), the potential similarities and differences in program delivery by the various campuses that host Humphrey Fellows, my own experience with the program, and the relevance of each to this research. A brief explanation of the rationale for selecting this population of former Humphrey Fellows as research subjects follows. A complete discussion was presented in the methodology chapter (Chapter Three).

Participants from the Humphrey Fellowship Program were identified as potential subjects for this research project for four primary reasons. First, they come from developing countries. Second, the program has a specific, intentional focus on leadership development. Third, the participants have all had at least a one-year experience being in a highly international environment during their fellowship year. Fourth, with over 3,900 past participants from more than 156 countries it affords a population of more than 100 Fellows from a range of countries which allowed for selection of countries from diverse geographic and cultural regions.

Description of the Humphrey Fellowship Program

The Humphrey Fellowship Program is a professional development program sponsored by the U.S. State Department in honor of the late Vice President Hubert H. Humphrey. It is coordinated through the Department of Education and Cultural Affairs and is administered nationally by the Institute of International Education (IIE).   Since its

inception in 1978 the HFP has been delivered at 42 Universities throughout the United

States, and over 3,700 Fellows from more than 156 countries have participated in the

program (Humphrey Fellowship Program, ¶ 2, 2009).

The design and delivery of the program affords both a certain consistency across

campuses through a common selection process and key required program elements, as

well as a significant amount of flexibility and specialization at each campus. This

combination of a central, coordinated focus and great flexibility grants each campus the

freedom to deliver the program as they feel best meets the needs of the Fellows are

significant assets of the program. Both the similarities and the differences will be

discussed in greater detail in the following sections. As can be imagined, the specific

elements of the program have changed and developed a great deal over the 30 years of

the program. It is not the intention of this research to chronicle this change or to evaluate

it. Rather, the core elements will be discussed with respect to the relevance they bear to

the current research.

Areas of Similarity

Aspects of the program that are consistent across campuses include the

professional development focus of the program, the selection and placement process, the

level of diversity within each cohort, several of core program elements, and a range of

general expectations of the program. As acknowledged, all of these elements may not

have been present throughout the full 30 years of the program. This description of the

program is based on my own experience with the program at the University of Minnesota

(1999-2008), research into the history of the program, and conversations with others who have worked with the program since its inception.

Professional development focus. One of the founding principles of the HFP is an intentional focus on professional development rather than on the pursuit of an academic degree. This was true in the original design of the program, remains true today, and influences nearly all aspects of the program, from the selection process to the desired outcomes of the program. As one of the only fellowship programs that is specifically non-degree, the HFP has carefully adhered to this principle throughout its history.

Selection and placement. Guidelines for the selection process and the desired characteristics of candidates is consistent across all applicant countries. The candidate countries are determined by the U.S. State Department, and instructions to the in-country selection committees are uniform throughout, although each county has some influence over how the process is carried out internally.

Standardized application forms are used and submitted to a central office in each country. A local committee in each country screens and interviews the applicants and forwards a specified number of applications to IIE in Washington where all applications are reviewed by another committee. Finalists are then placed at specific campuses based on their area of interest by the administrative team at IIE. Members of an in-country review committee are carefully selected and include at least one native English speaker and typically a former Humphrey Fellow. In most countries, the Fulbright Commission or United States Education Foundation (or their equivalent) manages the application process.

The focus on professional development influences the selection process through the guidelines for applications. Emphasis is placed on the candidates' demonstrated and perceived future potential for leadership within their own societies rather than on their academic achievements. However, almost all Fellows participate in graduate level studies on their fellowship campuses and need to be able to succeed in that environment. Therefore, Fellows are required to have completed at least a bachelor's degree (or equivalent in their countries) and many have completed graduate degrees. Because Fellows must demonstrate their own leadership potential through at least five years of significant work experience, they are typically mid-career and tend to be older than the average university student. Although there is no specified age range, the majority of Fellows are between 30 and 45 years of age.

Diversity of cohort members. It may seem counter-intuitive to say that diversity is one of the elements of similarity, but in this case that is true. A concerted effort is made to place Fellows on campuses that provide a broad range of diversity with respect to countries and geographic regions, age, gender, and field of work. The goal is not only to provide Fellows with an opportunity to learn about U.S. culture and professional life, but to provide an opportunity to be exposed to many different cultures and professional experiences within the group as well.

This diversity also enhances the interdisciplinarity of the program. As Fellows discuss their issues of concern (housing, education, health, or security, to name but a few) they are often engaging with others whose backgrounds are in a diverse range of disciplines, and the ensuing discussion encourages them to look at the issue from a

perspective different from their own. This cross-discipline interaction is further enhanced, as resources and networking contacts are explored and shared. Fellows are encouraged to share both formally through public presentations and informally with each other. Although living and working in such a diverse community can be challenging, this is often one of the aspects of the program most appreciated by the Fellows.

Core components of the program. There are a number of elements of the program that are required and in which all Fellows participate. The first is that early in the year all Fellows are required to develop an individual program plan for their own learning and growth throughout the year. This plan includes academic, professional, and personal goals. A second essential component of the year is the two program retreats hosted by IIE, the only time during the year that the full cohort of more than 160 Fellows is together. The first retreat is in the fall of the year and held in Washington D.C. In addition to a formal welcome to the program by the State Department and the leadership development seminars offered, this is an opportunity for Fellows to meet and share with each other within their country or regional groups, and with Fellows who share similar professional interests. The second retreat takes place at the end of the year and is focused on assisting the Fellows as they complete the year and in their re-entry planning as they transition back home again. Both events offer learning and enrichment through formal and informal events.

Another significant element of the program is the Humphrey Seminar. This is a weekly seminar attended by all Fellows on their home campus. Although the specific design varies from campus to campus, the seminar typically focuses on areas of concern

to the Fellows and provides an opportunity for comparative analysis on a range of topics. In most cases, each Fellow makes a presentation to the class in their own area of expertise.

Finally, each Fellow is required to participate in a six-week professional affiliation with a peer organization. The affiliation brings the Fellows into the world of practice where they can learn and share applied strategies with peers who engage in the same area of work as the Fellow (or an area that the Fellow is targeting for future career growth). This is typically one of the most rewarding parts of the year, and many lasting professional relationships are developed.

Expectations of the program. In addition to the required elements of the program, there is a set of explicit and implicit goals of the program that are shared across the entire cohort of Fellows and campuses. These goals are not typically monitored by program staff, but are supported through group activities and individual advising. Examples of such expectations are that Fellows do extensive networking professionally and socially; that they participate in the group governance through the development of a set of group norms for the cohort and selection of cohort representatives; that they experience U.S culture through many forms of interaction including art, music, sports, or family life; and that they interact with each other as a team. The goal is that each Fellow experience as much as possible about professional and social life in the U.S. so that they gain a good understanding of our society through which they will hopefully develop lasting relationships.

Areas of Difference

Each campus has its own staff and is housed in a specific school or department at that campus, giving it a special focus. There are, therefore, differences in how each campus delivers the core, as well as the optional elements of the program. Advantages or disadvantages could be perceived in any of the areas of difference based on individual perspectives. As it is not the purpose of this research to evaluate the program, these variances are mentioned only to acknowledge the potential areas of difference in an otherwise cohesive program.

The *size of the cohorts* varies from campus to campus, which can influence both how the group members relate to each other and the breadth of the diversity in the group.

The *area of focus* on each campus and therefore of the Fellows placed at that campus corresponds to the school or department that hosts the program. These areas are:

- Agricultural Development/ Agricultural Economics;

- Communications/Journalism;

- Substance Abuse Education, Treatment and Prevention;

- Economic Development/Finance and Banking;

- Educational Administration, Planning and Policy;

- HIV/AIDS Policy and Prevention;

- Human Resource Management;

- Law and Human Rights;

- Natural Resources and Environmental Management;

- Public Health Policy and Management;

- Public Policy Analysis and Public Administration;

- Teaching of English as a Foreign Language;

- Technology Policy and Management;

- Trafficking in Persons, Policy and Prevention;

- Urban and Regional Planning. (Hubert H. Humphrey Fellowship Program, 2009)

As could be imagined, a medical school hosting doctors, nurses, and health professionals may go about things a bit differently than a department of agricultural sciences. Some schools that have larger cohorts of Fellows or that have a more interdisciplinary focus, like a public policy school, may have Fellows with a greater breadth of interests as well; however, there tends to be a good deal of diversity even within a quite specialized field. For example, there are many facets of public health or economic development that could be addressed, and all the hosting institutions have full faculties and the capacity to accommodate many specializations. None the less, it is true that over time, some cohorts have been far more homogeneous with respect to the professional focus of the Fellows than others.

The degree of variance among the cohort with respect to the educational backgrounds of the Fellows is another area of potential difference. Schools with a specific focus such as medical schools, law schools, or journalism schools, typically host fellows who have been trained as healthcare professionals, lawyers, or journalists, whereas policy and development schools tend to attract a broader range of backgrounds and educational training. Despite these similarities, variance within each cohort of

country of origin, age, gender, and religion still afford considerable diversity on each campus.

Perhaps more significant is the difference in the attitude of the host campus or the staff at that school vis-à-vis the basic elements of the program. A school that offers specialized training and degrees in leadership development could be expected to focus a bit more on leadership development theory and practice. Also, some schools focus more on the academic development of the Fellows and others more on professional development, although all have aspects of both.

Another area of difference is in the host family programs available on each campus. While all (or nearly all) campuses have a host family program, it may vary significantly. In some cases, there is a great deal of interaction with the host family throughout the year, starting with a few days of living with the family at the beginning of the year and then truly integrating into the life of the family. At other schools the host program may be more like a mentor program, where the family or a family member meets with the Fellow periodically throughout the year to offer guidance and support.

Placing my Experience within the Context of this Research

My own experience with the Humphrey Fellowship Program spans ten years. I had been familiar with the program and worked closely with many of the Fellows for four years prior to 2003 when I took over the role of program coordinator. For the next four years, I was responsible for the design, development, and delivery of the program on the University of Minnesota campus. During that time, I worked extensively with all 59 of the Humphrey Fellows placed in Minnesota and participated in bi-annual fellowship

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events with the full national cohort of approximately 60 in Washington D.C. In the two years following my tenure as coordinator, I have had minimal contact with the program, but have had conversations with several of the Fellows throughout that time and have continued contact with past Minnesota cohorts. This intensive exposure through leadership development activities, teaching classes, advising the Fellows on their own individualized development plans, and social interactions gave me a thorough understanding of the program as well as the issues the Fellows faced at the time and continue to face. Frequently, issues of application and transferability were at the core of the Fellows' concerns.

This coincided with what I had been learning through my own exploration of global leadership and intercultural training.   As a brief background, I lived, worked, and studied in four countries (7 ½ years outside of the U.S.), worked in international business for 15 years during which time I worked with companies in more than 35 countries, have traveled to five continents and 38 countries, and am tri-lingual. I began transiting cultural contexts when I was three years old and have frequently been in similar settings since then where some cultural bridging was involved. I felt naturally drawn to working across cultural contexts and curious about "others" all my life. There are a few major events that I would say have had a profound impact on how I view the world and have shaped the work I have chosen to do. Because that work is global leadership development, these experiences also bear some relevance to the shaping of this research because they have provided the learning ground for my own understanding of what global leadership is and

the importance global leadership development plays in the world. I will recap those experiences very briefly and review the key learnings that I have taken from them.

When I was three years old my brother and I went to live with my uncle and aunt (our mother's brother) in Canada for 1 ½ years while my mother returned to school and completed her teaching certification. Because that happened at a very young and formative age, I adapted quickly and easily to the new environment and ever after felt equally comfortable in both my Canadian home and my Minnesota home. When my family would travel to Canada in subsequent years, I found that I would occasionally need to provide the cultural bridge between my other siblings and our Canadian relatives. I don't wish to characterize either group as being dependent on me by any means, but there were insights that I had about both environments that the others did not share. From this lifelong commuting, I learned that there can be misunderstandings between cultures, there are different rules in different places, that it can be difficult to move back and forth because you feel you leave a piece of you in each place, and that one can learn to be comfortable in more than one environment, although that learning can be a long, slow process.

Between the ages of 16 and 20, I traveled to Mexico three times on international educational exchange programs. The last time, I was on my own and lived with a Mexican family while attending the University in Mexico City. Shortly after that I traveled to Norway, where I lived and studied for nearly 4 years. From these experiences, I learned that it can indeed be difficult to gain acceptance in a new environment, that one gains a new perspective on one's own culture and values as well as

oneself when viewing from a new vantage point, and that sometimes a person outside a culture has more latitude around cultural behavior than someone from within the culture.

Returning home after living abroad for an extended period of time provided a whole new set of learnings. One becomes aware of the physical surroundings, space, sound, and food in a very different way. Moving back to what should be "the familiar" was harder than moving to the "unfamiliar" in the first place. There are aspects of both cultures that can be interpreted as positive or negative and those distinctions are not always clear.

From my education and training I have learned how to put language to all of these concepts and to understand the theoretical frameworks that shape our understandings. I have learned that proximity to difference does not guarantee cultural learning, that the process is experiential, reflective, and developmental, and that learning happens anywhere, in any context. I have also learned to value the intricate dance of balancing unity and diversity.

From my work with the international fellowship programs, I learned that sharing ideas across disciplines and across cultures can bring new, valuable insights to one's own work, that one is never finished with this process of learning, that the learning is enriching and rewarding, and that there are many ways to conceptualize effective leadership.

To summarize many years of exploration, I have learned that anyone can enhance his/her own global leadership capacities, that it is increasingly important to have effective leaders to address public problems and global issues, that it is important in all sectors and

disciplines, and that there are some strategies for designing global leadership development that have shown some success, but that there are significant challenges of transferability across contexts – disciplinary, social, political, and cultural contexts.

Bracketing my Experience during the Research

Qualitative research can suffer from researcher bias. As a means of guarding against that bias I have taken a number of steps throughout the course of the research. I allowed a considerable period of time to pass between the time of the literature reviews and the coding of the raw data and consciously did not revisit the literature until the end of the coding process. The analysis presented in this chapter of my own personal learning was outlined briefly more than a year ago and was not revisited or written up until after the research analysis had been completed. In addition, I only coded concepts only when specific text in the interview warranted – and allowed an inferred code only rarely and after careful, deliberate review of the text.

Having spent a considerable time immersed in this study and research, I know there are certainly some core concepts that represent my own perspectives. These I acknowledged and was especially vigilant during the coding process to stick to the text itself and allow the themes to emerge. In that respect, through my past work I had come to the conclusion that there is something different about being an effective leader and being an effective global leader and that intercultural competencies are key to understanding that difference.

Additionally it was my awareness that relatively little was available in the literature regarding global leadership development strategies from the perspective of

developing countries that inspired my interest in this research. Here I am quite deliberate in saying that little is available in the literature, rather than little is known, as that presumes that if it is not present in mainstream, western academic literature, that it is not known. It was precisely for this reason that I sought to learn what was known from alternate, and not often voiced, perspectives.

CHAPTER FIVE: RESEARCH FINDINGS

Reporting the Findings

The primary purpose of this study is to identify themes and perspectives that will help shape global leadership development strategies from the vantage point of people from developing countries, and especially for those working in non-corporate environments. Because the goal was to discover or develop theory, rather than verify existing theory, respondents were not asked to confirm, refute, or rank existing skills sets or strategies. An open-ended approach was used to allow ideas and frameworks to emerge from the data directly, in the words of the respondents, without imposing pre-existing theoretical frameworks. It is also important to note that the intention is not to generalize the findings, but rather to uncover potential theoretical models and questions that challenge existing ideas and to open up areas for further research.

The data reported here are from 32 responses to the initial survey and from the transcripts of personal interviews with the 14 respondents, as detailed in Chapter Three. Briefly, the survey data served both to select the interview candidates and to establish preliminary coding categories. The survey data was later subsumed into the interview data, because it was the basis for the interviews, and as such, the items were recapped and thereby included in the interviews. Copies of the survey and the interview protocol with a full list of the interview questions are available in Appendices B4 & B6. Findings are reported for the four research questions first, followed by six primary themes and six minor themes that emerged from the data. Primary themes are those either that present a divergent view of global leadership and global leadership development and warrant a

closer look or are frequent themes throughout the interviews. Minor themes are those that are mentioned by fewer respondents, are not part of the primary focus of the study, and are theories that are well accepted already and serve primarily to substantiate agreement within this population. In two instances, these minor themes represent responses to interview questions that are part of the rapport building and background information but were not intended to be part of the central focus of the study.

Findings are reported here moving from the more general (all findings in a category) to the more specific (those findings reported most frequently or most emphatically), and last to a review of the areas of divergence among the groups and subgroups. Please note that all quotes, unless otherwise identified, are excerpted from the surveys or interviews with the 14 research participants. Their statements reflect their own and colleagues' experiences and observations in their countries or while living or working abroad. That is to say, situations described are not limited to Brazil, India, or Nigeria. The identities of the respondents have purposely been kept confidential.

Question #1: What are the Challenges and Rewards of Global Work?

Findings regarding challenges and rewards were compiled from responses to the question that asked specifically about challenges and rewards as well as from responses to the questions about successful and unsuccessful experiences and about experiences from which the respondents had learned the most.

Respondents confirmed that global leadership can be very challenging but rewarding work. None of the respondents had any difficulty identifying challenges they had experienced themselves or had encountered in global contexts. They were also clear

that the needed skills are often acquired by learning from one's mistakes. Several of the

respondents related poignant stories of intense personal challenges they had faced living

or working in what were occasionally quite inhospitable circumstances. Every

respondent who recounted experiences that had been especially challenging also stated

how much they had learned from it, and how enriching the experience had been.

Challenges

Respondents identified a range of challenges that they and those with whom they have

worked encountered when working globally. The full set of challenges reported by the

respondents is listed in Table 5.1. The challenges are categorized by two sets of criteria.

The first criterion is the type of challenge (*negotiating intercultural interactions* or

contextual factors) in which the interaction was taking place.   A second criterion is

suggested, although is less clearly defined, and seems to be more closely related to the

specific focus of the person in a given circumstance than a clear distinction between

categories. This distinction involves the arena in which the challenge takes place

(*personal* or *societal/organizational*). For example, a person could have encountered

resistance to change at an individual or at an organizational level. Similarly, the *impact*

of power differences could happen between two individuals or between societies/

organizations.

A clarification of a few of the codes and how they were used by the respondents

follows and others will be discussed as part of the themes. *Lack of cultural*

understanding refers to challenges of leading groups of people who do not understand the

cultures of the other members and to challenges of leaders who do not understand the

Table 5.1: Challenges to global leadership reported by study respondents (by category).

<u>Negotiating Intercultural Interactions</u>

Balancing unity and diversity	Ineffective training
Being seen as a visitor – not part of the organization or society	Intensity of the work
	Lack of cultural understanding
Being understood (values and beliefs)	Re-entry (feeling like an outsider at home)
Being willing to not have all the answers	
Building trust	Time away from family
Communicating (language and meaning)	Time intensive
Depth vs. breadth	Transferability of strategies
Emotional & psychological	Understanding local context
Engaging around sensitive issues	Unmet or unrealistic expectations

<u>Contextual Factors</u>

Impact of power differences	Physical environment
Informal vs. formal structures (e.g. informal economies)	Political & economic limitations
	Positive vs. negative societal framework
Intercultural cooperation depends on individuals – not on systems	Religious differences
Internal diversity	Resistance to change

Responses from interviews with respondents, n = 14.

cultures of those they are attempting to lead. *Balancing unity and diversity* refers to the need to know when to bring people together around a common cause and when to honor their diversity and adapt a new worldview. *Impact of power differences* refers to differences in power between people as well as to differences in power between organizations or countries.

Negotiatiating Intercultural Interactions. 18 of the 27 (66.7%) challenges listed involved intercultural interactions. Some challenges were described as having been quite significant and rather intense experiences while others were less intense but still challenges encountered when working internationally. Of the full list of challenges reported, some were reported frequently and some by only a few, or perhaps just one respondent.

The next level of analysis was to look at those items which were reported frequently. Seven challenges were reported by 50 percent or more of the respondents: four are intercultural challenges, and three are contextual challenges that impact the effectiveness of leaders (Table 5.2).

Challenges relating to negotiating intercultural interactions.

1. Communication – refers both to language differences and to the communication of meaning in spoken and written communications.

2. Being understood – refers to being understood by and being able to understand people from a different cultural background. This goes beyond verbal communications and includes nonverbal communication as well as underlying cultural values and beliefs.

3. Understanding local needs – refers to understanding the needs of the local group from their perspective without interpreting those needs based on one's own criteria and cultural worldview.

4. Transferability – refers to the ability to translate a policy or strategy into another environment, including determining the potential fit and the adaptations that may be required. This is closely tied to the need to understand the local needs.

Table 5.2: Global leadership challenges reported by 50% or more of the respondents (by country).

Challenges	Brazil	India	Nigeria	Total	Percent
	n=5	n=4	n=5	n=14	of Total
Negotiating intercultural interactions					
Communication – language and	5	3	3	11	78.6
meaning					
Being understood (values & beliefs)	1	4	4	9	64.3
Understanding the local context	3	1	4	8	57.1
Transferability	4	0	3	7	50.0
Responding to contextual factors					
Political or economic limitations	4	2	5	11	78.6
Internal diversity	3	3	3	8	57.1
Resistance to change	4	1	3	8	57.1

Data gathered in interviews with respondents, n=14.

Intercultural communications. Intercultural communication challenges (*communication* and *being understood*) were reported by all respondents. I have maintained separate codes for both *communication* and *being understood,* although these are intrinsically connected, and in several cases the same text was coded for both. Some respondents seemed to be indicating a slightly different connotation of *"being understood,"* while for others, the term *"communication"* really encompassed a broader scope and included understanding the underlying values and beliefs – not just what was being explicitly stated. This may be reflective of emic and etic understandings of cultures, but more extensive research on the nuances of these two communication concepts would be needed to distinguish them adequately. Many comments were in reference to language differences, but some were about communicating across organizational, religious, or disciplinary differences. With respect to communication and language challenges, one respondent said,

> *People are obliged to try to understand other languages, and language, you know, is the most important barrier in the case of communication among people from different countries.* (R04)

Another said,

> *Just listening and talking in another language is hard for people. Even if you're very fluent, the hard thing is to think in another language; you wouldn't be understanding and responding exactly as you would in your own language.* (R10)

Describing the challenges that a non-Indian colleague faced while working in India, one respondent said,

> *One lady was here and she worked for seven days giving instructions. At the end of the seven days someone said, "Oh, you mean that?" It was so startling for her. (R51)*

In reference to communicating across disciplinary boundaries, another respondent said,

> *I would say that a major, major lesson that I learned was about how to speak to international organizations. (R20)*

One respondent conveyed the importance of communication skills when he said that,

> *…communication is the most important skill in an international setting, because my own experience was, ahhh, that, particularly when you are talking in a diverse setting and people coming from diverse backgrounds, it is not easy to communicate what you want to communicate to the other person. Because of many typical issues with language, like particularly when it is oral one-to-one communication, your dialect, your diction, all these are so different, so to understand what the other person is talking and to make him understand what you really need.…Not only at the level of language but even in terms of body language, maybe sometimes our mutual customs are, they have meaning in a particular cultural setting, but that could be really different in a different cultural setting. So by communication I would mean understanding the other person and making oneself understand the other person in the right way. (R18)*

Understanding the local context and transferability. Understanding local needs and dealing with issues of transferability are the other two challenges in this category. Once again, these two concepts are very closely related, because understanding what strategies are transferable in a given situation requires a deep understanding of the local context. However, I have maintained them as separate concepts because the two were not always linked, and there were other expressions of needing to understand the local context as well. One respondent said,

> *I found out that it is very important to understand their culture, their environment, their way of life, and their thinking. That is very, very important to develop in leadership….because what goes in one country as a form of leadership strategy may be difficult in another country because of the culture….so one really had to understand where the people are coming from.*

Later s/he continued, "*… we found that what we sat down to do in the offices was not realistic when we got out in the field…what we thought they needed were not the things they needed*". (R06)

Related to the idea of understanding the local context, other compelling statements referred to the challenge of controlling one's own desires to provide answers and the need to be seen as the expert. This was especially evident in environments where so much was needed. They indicated that it was hard to give up the assumption that you knew how to do things better or had the answers. Respondents spoke of how one *"had to be willing to not have all the answers,"* to "*learn from the people,"* that it required "*deep*

listening," and that *"managing your own expectations, controlling your own anxiety was a key challenge."*

> *Challenges relating to contextual factors.*

The second category of challenges comprised the contextual factors, or the environment in which the person was working. The three items related to contextual factors that were reported by 50% or more of the respondents were *political and economic limitations, internal diversity,* and *resistance to change*. These items referred both to cultural and organizational contexts as well as to political and societal infrastructure.

1. Political or economic limitations – referring to either the lack of, or restrictive enforcement of, political or policy structures within the society, including ideas such as rule-of-law, accountability, fairness and equality, as well as contexts in which economic limitations have a significant impact on the capacity to lead effectively.

2. Internal diversity – referring to the significant levels of ethnic and cultural diversity found within their countries and the attending challenges to effective leadership they or others face working within or with people from their country.

3. Resistance to change –referring to resistance to change among those one is leading, and most frequently, involved resistance to new and/or *foreign* ideas, but in some cases also included resistance to change on the part of the leader.

The references to context had two distinct foci. The first was a focus on concepts relating to the cultural context and the need to understand the culture (including corporate

or organizational culture), language, and the expectations in any given setting. The second area of focus is related to the underlying political and societal contexts. The importance of context for the respondents can be seen clearly when considering that of the seven challenges identified by 50% or more of the respondents, three of them refer to the contextual challenges (*political or economic limitations, internal diversity,* and *resistance to change*). In fact, *political or economic limitations* was reported by as many of the respondents (11of 14) as communication (language) challenges.

    Political and economic limitations. Respondents discussed political, economic, and societal contexts that constitute the fabric of the societies in which they were working. They spoke of situations where political stability could not be taken for granted or where issues of corruption or tribal and familial favoritism took precedence over accountability, rule-of-law, and/or reliable judicial systems. Respondents mentioned situations where the country's infrastructure and support systems varied from being in place, though ineffective, to having been nearly or totally destroyed by years of war and military rule, and where societal feelings of efficacy and hope were limited or nonexistent.

    This category was reported by more respondents from Brazil and Nigeria than from India, but was quite important to one of the two Indian respondents who mentioned it. The comments referred both to the lack of systems they saw as being favorable as well as to the presence of political or economic factors they saw as hindrances to effective global leadership.

Political factors included the lack of accountability by those in power, nepotism, tribal or ethnic favoritism, and flawed or corrupt judicial systems. Economic factors referred to weak or missing infrastructure systems, at times so significant that little hope or possibility for change was present in the community. When their basic needs are not met, people are not able to lead or fellow effectively.

Several respondents spoke at length about what might constitute a favorable context for developing global leaders. They spoke of how leaders have to set an example and that societies need to share stories of success and ethical behavior more broadly. One respondent spoke compellingly about how s/he had been so impressed by the media coverage of good news stories in the U.S. S/he referred to stories as simple as rescuing a cat or a child from danger, or about how someone had succeeded against all odds. When I asked why the success stories were so important s/he said that there were so few such stories at home, that those who had integrity, who had done something good for the community were not routinely celebrated, but that stories of corruption and negativity were commonplace. There were too few positive examples. Several respondents recounted stories about how a single person's success story had had a profound impact on them. Explaining further s/he replied,

> *Now if you wake up from morning to evening and everything around you is*
> *negative. Nobody around you says anything positive, you know, you have that*
> *negative attitude that surrounds you through the day, the week, the months, the*
> *years. But incidentally, in my own little sojourn, I came to [the U.S.] and I was*
> *there for one year and at prime time on the TV – I understand that American*

society loves TV. At prime time of the day on TV, they put hero stories, something that has just happened one minute ago. How someone, some child was saved, a boy fell into a well, and how the boy was pulled out of the well, and how somebody was saved, how a dog was saved, or a cat. On this top story of people that went the extra mile to do something good. And they put them on prime time TV. Who doesn't want to do good if you keep watching these [stories]? There is something positive about it. Just one example. You can think of several other things in terms of people who have made it from nothing to something. Stories like this, told over and over again in different formats as a story, a bedtime story, or in a book , or even discussing it. Okay, baseball is great, but I would rather be the person playing and succeeding, you know what I mean? I like those stories that are about people who have succeeded. I want also to get there and to do it. I also want to achieve something. It can be told on different levels and if you can catch them young – we start injecting in those young ones, tomorrow's generation, things that are positive and truthful and honest and decent, these are invited comments, because I don't want to be judgmental about anything. You grow up with those values and then you change your society for what you want it to be. And so for me, you can learn it by hearing, by seeing, by touching, you can learn it by your environment. It depends on each given society. (R08)

Another respondent spoke about how global leaders have to set the example; they have to be honest and tell the truth. When asked why setting an example was so important, s/he replied,

Because I think that…we need this. We're having a lot of problems with ethics.

Our leaders, for example, they don't give an example. We are having election

problems, a lot of corruption problems, so I think nowadays that we need to have

a person who we respect, who is honest, I think this is very important. We need

those qualities now. Our country needs people like that. (R33)

Internal diversity. Although this research was focused on global work environments, respondents from all three countries spoke specifically about the high level of diversity to be found in their own countries. They spoke about internal diversity in a variety of contexts. The first context was the challenges they believe this diversity presents to someone from outside the country trying to work there. Due to the different ethnic, religious, language, and cultural backgrounds represented, they saw it as especially challenging for an outsider to lead effectively. Another context regarding the internal diversity had more to do with the internal implications for leadership. Several spoke of the lack of "unity of purpose" within the country. They said, "we are all pulling in different directions," or "we keep fighting with each other." It seems that they were saying that the high level of diversity would hinder global leadership both on the part of their own people (being unable to come together to develop a unified purpose) and on the part of others (attempting to lead in this complex environment). In either case, it was related to an increased level of complexity. The third context in which they mentioned internal diversity was expressing a belief that having worked in such a diverse and complex environment provides good training for managing complexity elsewhere.

Resistance to change. The comments about resistance to change came in many forms. In some cases, respondents spoke of resistance to change among diverse populations within their countries as well as resistance to outside influences or ideas. Respondents spoke of encountering resistance to new ideas they shared with colleagues and superiors after returning from abroad. Some felt this was an institutionalized lack of flexibility, while for others it was more personal. In speaking of skills, the majority mentioned that global leaders need to be flexible, open-minded, and willing to change their strategies to fit each situation, further emphasizing the importance of resistance to change as a challenge.

Personal vs. societal challenges.

Despite the fact that this categorization of challenges is less well-defined, some of the challenges seemed clearly be of a personal nature, others of a societal or organizational nature, and a few seem to fit equally well in either category. Regarding personal challenges, some respondents described difficult and distressing times encountered at stages of their experiences. One said, "*at the beginning, I would say for the first month was very difficult.*" (R04) Another said,

> *So I think I've been challenged a lot…I, I think, one big challenge… I've been through training programs and ahh…different forms of preparation for intercultural, international work, and, but the real experience is, ahh, is so demanding - especially emotionally, ahh, that it seems like that any training could, could not really, really have prepared me to go through that.* (R15)

And speaking about another experience, s/he said, *"I really went through a very, very distressing experience….in the middle of the year….I really thought about giving up and coming back [home]."* (R15)

The physical environment was also mentioned as a significant challenge. One respondent described the conditions in which s/he worked saying,

> *The first [challenge] was from a health, a personal point of view. The conditions there were very poor, the sanitary conditions, and the environment, we were living in an Indian village and the housing…there was no water there. We didn't have a shower or anything like that, and so from a personal point of view it was difficult to survive, put it that way. In an environment quite, and how shall we say, hostile.…the conditions, and the health conditions and the food conditions and sanitation were very poor. So it was very difficult in that sense to survive among them.* (R20)

Other personal challenges were related to the need to adjust to a new environment: *trust, balancing expectations,* and *understanding the community* and your role in it. As one respondent stated, "*one of the biggest challenges was not to pretend we were there to teach them or to patronize them and things like that."* Later s/he continued, *"I think also to control our anxiety, we always wanted to change things first…the anxiety to solve things, and do things our way, which was probably not the correct way for them."* (R20)

The societal or organizational factors were more evenly split between intercultural and contextual factors. These challenges were encountered within organizations (their

own work place or professional organizations) or with other institutions (governmental bodies) or were reflective of societal frameworks that were pervasive (such as the focus on negativity described by the respondent from Nigeria).

A final analysis of the challenges reported by the five biographical factors was conducted looking at any additional concepts that were reported by 50% or more in any of the subgroups. This data is reported in table format in Appendix 5A and is discussed in Theme #4, Different Perspectives on Global Leadership, later in this chapter.

Rewards

Along with the challenges, respondents were asked about what rewards they had achieved as a result of working globally. A central theme that emerged is that intercultural work is personally enriching. Comments included, "*enriching*", "*makes you a richer person*," and "*enriches your life*." Two other themes that were closely related to each other were personal growth and development and developing a broad perspective. Respondents felt that global experience allowed them to develop skills and perspectives that they may not otherwise have gained, or at least not as soon, without that experience. One comment that was particularly frequent referred to having developed a worldview different from the one they held prior to the international experience. There were many comments such as,

> *"you are even more developed as a person,"* (R06)
>
> *"I think that now it's easier for me to work with some international person,*
> *because I will understand more their way of thinking."* (R33)

"After having come back from the US, I quite feel I have got a perspective which was not there before. It has been quite good." (R18)

"…you bring different perspectives from people, yeah, different backgrounds, you are enriching your program." (R15)

Several respondents spoke of the mind-expanding nature of global experience saying you become *"broader in your perspective, more a global perspective leader."* (R51) Others said, *" I started seeing the world and seeing human interaction in a different way altogether. I became more tolerant and more flexible."* (R20) Perhaps it is best summarized by one respondent when s/he said,

> *When one works in a mixed community you are highly educated in the sense of you learn about other people's culture, you appreciate people for who they are and where they're coming from, and it also gives you a broad perspective of issues, a broad perspective of strategies, of processes, of how to do things. It broadens your mind.* (R06)

Only one respondent mentioned financial rewards, although there likely have been financial rewards for others as well, because most of the respondents have assumed positions with greater responsibility following their international experiences. In fact, nearly all spoke of how their international experiences have been life changing, either in their personal life, or by changing their career paths.

As noted, the challenges include a range of issues related to intercultural interactions as well as to contextual factors (e.g. political, economic environments) and take place in both personal and societal arenas. Knowing what challenges are present in

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global work settings helps to inform what skills may be needed to overcome those challenges.

Question #2: What skills or competencies do you feel are necessary to be an effective global leader?

Data regarding skills was gathered from the question that asked specifically about what skills or competencies are deemed necessary to be effective as a global leader as well as comments made regarding how they overcame the challenges they faced, and successful and unsuccessful experiences. Skills will be reported from general to specific, starting with the full list of items reported and concluding with the specific categories defined through the analysis process. The full list of skills (Table 5.3) is rather extensive, but 16 of the items were mentioned by only one person.

I use the term skills, but in addition to items that are typically considered skills (*listening, negotiating*) I have included items that could be considered traits (*honesty, humility*), attitudes (*positive attitude, tolerance*), or behaviors (*inclusiveness, recognize skills in others*) that support effective global leadership. A number of concepts mentioned in response to the question regarding skills more accurately describe strategies for global leadership development or effective global leadership and have therefore been included in the list of strategies that follows. An example of such an item is *develop a win-win strategy*. Other items were not as easily assigned to the skills or strategies categories, such as *negotiate/mediate*. In some cases respondents were clearly talking about the need to have negotiation skills, and in other cases they spoke of using negotiation and mediation as a strategy to bridge cultural divides. In this case, the

concept is included in both categories. The skills have been allocated to the four

categories based on the context in which the respondent(s) mentioned them. Further

research is needed to differentiate these items into mutually exclusive, discrete

categories. For this study, the identification of the categories of skills around which to

focus development strategies is sufficient.   Because of the closeness of fit I have used a

taxonomy of skills categories adapted from those outlined by previous scholars (Rosen,

2000; Osland & Taylor, 2003; Brake, 1997).   The skills fall into four main categories:

personal skills, interpersonal skills, professional skills, and *intercultural skills.*

Table 5.3: Global leadership skills reported by study respondents (by category).

<div align="center">Personal Skills, Traits, or Behaviors</div>

Acceptance*	Future orientation	Passion
Adaptability*+	Hard work	Persistent
Admit/learn from mistakes+	Honesty	Positive attitude
Authenticity	Humility	Realistic
Charisma	Imaginative	Recognize others' skill
Creativity	Inclusiveness*+	Resilience*
Curiosity*+	Integrity	Respect*+
Dependable	Intuitive	Responsibility
Ethics	Interest in internat'l work*	Risk taker
Empathy*	Kindness	Self confidence

Personal Skills, Traits, or Behaviors

Energy	Learn from others*+	Selflessness
Equity & fairness*	Listening*+	Sincerity
Example setter	Nonjudgmental*	Tolerance*
Extroverted	Observe*+	Trust*
Firm	Open mindedness*+	Trust in God
Flexibility*+	Patience*	Vision

Intercultural Skills, Traits, or Behaviors

Appreciate diversity*+	Cultural bridging*+	Respect other cultures*+
Broad perspective*+	Cultural sensitivity*+	Understand other
Cognitive complexity*+	Global knowledge*+	Cultures*+

Interpersonal Skills, Traits, or Behaviors

Communication*+	Networking	Gain other s' respect+
Connect with people*+	Build trust with others*	Nonverbal
		communication*

Professional Skills, Traits, or Behaviors

Accountability+	Know when to act	Professional competence+
Change advocate	Negotiate/mediate*	Purpose - drive for results
Empower others	Organizational skills	Teamwork*+
Envision the future		

*Support intercultural competence.

+Reported by 50% or more of the interview respondents, n=14.

Personal skills. These are either skills an individual needs to develop for him/herself, or to behaviors, traits, and attitudes that respondents identified as necessary to function effectively as a global leader. Comments regarding needed skills include:

"The first thing is to listen. You must develop the ability to listen, and to see what we can not see if we can, and to hear what we don't hear, and to understand what is difficult to understand." (R08)

"The first thing I would say is that a very important factor is one's level of confidence…and the second factor is, over time, whether you are a person that can be trusted." (R10)

"…s/he will be natural, simple, open, and sincere…" (R43)

"energy, because if you don't have the energy you will not have the other things…and then come the other things, flexibility, openness…" (R20)

48 of 72 skills listed (66.7%) fall into the personal skills category. However, 16 of these skills were mentioned by only one or two respondents with only 10 of the 48 items being reported by 50% or more of the full group, making the category quite broad, although not all included skills are considered universally important.

Interpersonal skills. These six skills focus on relating to others and building relationships with others. Of the six skills in this category three were reported by 50% or more of the full group. Four of these skills are common in both domestic and international settings. Respondents spoke mostly about ways in which these skills had to be further developed to meet the specific challenges of global work. For example, from the discussion of challenges in the preceding section, it is clear that *communication* is a

significant challenge for all respondents, but they primarily spoke about intercultural communications issues. Therefore, although categorized as interpersonal skills, four of the interpersonal skills have also been identified as supportive of intercultural competence. Statements made about interpersonal skills include:

"Communication is most important skill in international settings" (R18) *and*

"You have to know the people first…" (R43)

Professional skills. Not all respondents spoke of specific professional skills, yet there was an underlying understanding throughout the interviews that a global leader needs strong skills in the area of his/her expertise as a baseline from which to begin. Of the ten skills in this category, three were reported by 50% or more of the 14 respondents. Statements included, *"you can be a partner if you have something to offer. If you have nothing to offer, you can only be a sub-partner"* (R08) and *"you can't build buildings just with leadership, you need some other skills, hard skills."* (R04)

Some of the specific skills mentioned were,

"I would say, of course, conciliation and negotiation skills are the most important."

"So I think that working as a team is very important." (R09)

"Teamwork is usually very good in my experience in such settings." (R38)

"You have to have your purpose, know what you want." *(R*33)

"The first indicator of success is the drive for results." (R09)

"…those that come with a passion to do something different…" (R50)

Intercultural skills. The core set of eight skills identified as intercultural skills are those that explicitly mention cultural or intercultural knowledge, attitudes, or behaviors. These eight skills had the highest volume of respondents reporting on each item with 100% of the items reported by 50% or more of the full group (8 to 14 respondents reported each of the eight items). In addition, 24 of the skills in other three categories (personal, interpersonal and professional) are skills that although not exclusively intercultural skills are skills that support intercultural competence and were mentioned primarily in contexts related to intercultural interactions. Including these additional 24 skills, there is a total of 32 of the 72 skills (44.4%) related to intercultural competence demonstrating the high correlation that respondents saw between intercultural competencies and global leadership competencies. Comments included, *"first the culture…you have to understand the culture"* (R33) and *"A leader needs, number one, a very broad perspective."* (R51)

Top Skills. Because there was such an extensive list of skills generated, respondents were also asked which were the most important. The 37 skills identified as top skills are listed in (Table 5.4). Some respondents found it easy to identify one or two skills they believed were the most critical while others felt a combination of interrelated skills is needed and found it more difficult to identify just one or two. Of the six skills mentioned most frequently (by 3 or more respondents), five are either directly or indirectly related to intercultural competence. The sixth is *professional competence*. 20 of the 37 (54.1%) are skills that contribute to intercultural competence.

For the terms used in the coding categories that are not self explanatory, brief

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explanations are offered here. *Cognitive complexity* was defined in Chapter Two;

cultural bridging refers to the act of bringing two people, or groups of people, together

by helping them bridge cultural differences; *global knowledge* refers to knowledge about

world politics, cultures, and customs.

Of the 72 skills identified; 24 were reported by 50% or more of the full group of

respondents (Table 5.5), and 52 were reported by 50% or more of at least one of the

Table 5.4: Top Skills identified for effective global leadership (by category and rank)

Skill Category	Times Reported as Top Skill
Intercultural skills, traits, & behaviors	
Understand other cultures*	6
Cultural sensitivity*	2
Broad perspective*	1
Interpersonal skills, traits, & behaviors	
Connecting with people*	3
Communication*	2
Personal skills, traits, & behaviors	
Open mindedness*	5
Flexibility*	4
Listening*	3
Adaptability*	2
Equity and fairness*	2

Personal skills, traits, & behaviors (con't)	
Honesty	2
Selflessness	2
Trust in God	2
Authenticity	1
Curiosity*	1
Empathy*	1
Energy	1
Example setter	1
Humility	1
Inclusiveness*	1
Integrity	1
Interest in international work*	1
Learn from others*	1
Observe*	1
Passion for your work	1
Patience*	1
Persistence	1
Positive attitude	1
Respect*	1
Risk taker	1
Self confidence	1
Tolerance*	1

Professional skills, traits, & behaviors	
Professional competence	3
Accountability	2
Negotiate*	1
Organizational skills	1
Purpose – drive for results	1

Reported in interviews with study respondents, n=14.
*Support intercultural competence.

groups disaggregated by biographical factors (Appendix 5B).   The focus on intercultural

skills can be seen at several levels of analysis. Of the 24 skills reported by 50% or more

of the full group (Table 5.5), 21 of the skills are either directly (8) or indirectly (13)

related to intercultural competencies and are indicated with an asterisk (*) in the table.

Table 5.5: Global leadership skills, traits, and behaviors reported by 50 percent or more
of respondents (by country).

Skill, trait, or behavior	Brazil	India	Nigeria	Total	Percent
	n=5	n=4	n=5	n=14	of total
Personal skills, traits, or behaviors					
Open mindedness*	4	4	5	13	92.9
Flexibility*	5	4	3	12	85.7
Listening*	4	3	3	10	71.4
Observe*	4	4	2	10	71.4
Respect*	5	1	3	9	64.3
Adaptability*	1	4	3	8	57.1

Personal skills, traits, or behaviors (con't)					
Admit/learn from mistakes	3	2	3	8	57.1
Learn from others*	2	2	4	8	57.1
Curiosity *	3	4	0	7	50.0
Inclusiveness*	1	2	4	7	50.0
Intercultural skills, traits, or behaviors					
Understand other cultures*	5	4	5	14	100
Broad perspective*	5	4	4	13	92.9
Respect other cultures*	5	3	4	12	85.7
Cognitive complexity*	3	3	4	10	71.4
Cultural bridging*	4	2	4	10	71.4
Cultural sensitivity*	4	4	2	10	71.4
Global Knowledge*	4	3	3	10	71.4
Appreciate diversity*	3	3	2	8	57.1
Interpersonal skills, traits, and behaviors					
Communication*	5	4	4	13	92.9
Connecting with people*	5	4	4	13	92.9
Building trust with others*	2	3	5	10	71.4
Professional skills, traits, and behaviors					
Teamwork*	3	4	4	11	78.6
Professional competence	4	2	4	10	71.4
Accountability	2	1	5	8	57.1

*Contributes to intercultural competence

Question #3: What (if anything) differentiates a leader in a local context from a leader in

an international or global context?

Responses to all four of the primary questions helped to answer this question. All

of the respondents identified challenges specific to working internationally, and they

enumerated a long list of skills deemed essential for global leaders. In addition, the

development strategies that will be outlined in the next section address specific

differences between local and global leadership. It was, however, primarily the responses

to the question asking about what difference they perceive between global and local

leadership that are reported here. The responses focused on three main ideas: (a)

conceptualizations of leadership, (b) the process of developing or enhancing global

leadership skills, and (c) differences between global and local leadership.

Conceptualizations of Global Leadership

How respondents viewed global leadership was closely linked to how they view

leadership in general. Respondents commented on the link between leaders and

followers and the collaborative nature of leadership.

One respondent recounted at some length a seminar session led by Bob Terry at

the Humphrey Fellows' year-end retreat and the importance of his message regarding

reflective, authentic leadership.

Others spoke of their ideas of leadership as more collaborative and of the

relationships between leaders and followers.

"I have a concept of leadership. It is more of a it's not a position of a person, but

a position more of a commitment to a mission, a vision, to a cause, to things like

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that. Which are carried out by groups of people not carried out by groups of people following one leader." (R20)

"To lead any group of people you need to respect those people, to get to know them, you need to listen to them, you need to empathize with them." (R06)

Concepts of leadership as collaborative, authentic, and inclusive were also central to their views on global leadership. These views on leadership are not new, but do demonstrate a preference for collaboration, reciprocal, participative leadership that actively engages with the followers and other member groups over authoritarian, hierarchical, positional leadership. In fact, there were quite a few statements indicating a desire for less authoritarian, more participatory leadership styles.

The Process of Global Leadership Development

Respondents made comments about the process of global leadership development. There was an emphasis on the importance of first-hand experience in both formal and informal settings and on learning from one's mistakes. Several respondents remarked about the time-consuming nature of global leader work referring both to how working in diverse groups can take much more time than in homogeneous groups and to how developing global leadership skills is a long-term process. They indicated that it is developmental (it takes time, and you learn in stages), that it is experiential (requires hands-on, personal experience), and that it requires both a genuine interest and patience.

Differences between Global and Local Leadership

All of the respondents discussed specific aspects of at least one of the three main categories (challenges, skills, or recommendations) that are different at the global level.

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Nearly all were quite clear that they saw leading globally as being significantly different from leading locally and that it requires specialized skills.

> *International means the whole spectrum changes. It becomes global perspective, global goals, and to make global goals attractive to a whole lot of global people, it's difficult. Because there are all conflicting challenges, conflicting interests, to that extent it becomes much more challenging.… Now if you come to the international spectrum it becomes difficult, because there's diversity, but there's no unity.… but international you have both challenges and both benefits or positive points.   (R51)*

Another respondent said,

> *Like here in [country], being a leader in a local context, ahh, you have to be good at politics. You don't need to have many skills, or years of study to be a leader in the local context. But being a good leader in the international context, that's completely different. You have to prove that you are good, we need to have more competence. (R33)*

Several respondents articulated both similarities and differences between global and local leaders. One said,

> *There are many things that are common, but I think also there are some vital differences. I would say about the things that are common, people always look up to integrity, leaders with merit, leaders who are compassionate, leaders who are humane.…one of the key differences in the local sector is that you are one of them and so it kind of…you lead as someone who is excellent within that group. So you are an insider and your status is that of an insider. You are expected to know how*

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things work. You can draw on many unwritten rules and common understanding,

shared cultural norms, many things go without saying or effort. (R38)

Despite the fact that all respondents, at one point or another in the interview, identified specific skills or challenges that were significantly different when working globally, when asked about differences between global and local leadership some said they didn't see many (or any) differences or didn't think there *should* be any differences. The following examples of seemingly contradictory statements made by the same respondent at different times during his/her interview highlight this point. Regarding differences between global and local leadership one respondent said,

Fundamentally, human beings are the same. So, is there any difference? I don't

really see much of a difference. People respond to genuine, if they see something

is genuine they'll want to respond to it. And, though there are cultural differences

which at times may be impediments, but beyond cultural differences, how

authentic, how genuine leadership is-- that's the whole difference….But, uhmm,

the quality of leadership whether it's in local or global, personally I don't see any

difference. (R53)

S/he also spoke of challenges moving from a local to a global work environment, saying,

…really, the challenge, it takes the, the challenge is that it takes a long

time…period of time for people to trust you. (R53)

And speaking about what recommendations s/he had for others, said,

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Especially when you have to deal globally. So things get to be done slightly differently. For instance, if someone is within his sphere of influence, within his cultural setting, definitely you have very rich family connections and things to draw from. But when you step out to the global you are more or less coming to a neutral place where you have little to no social wealth to draw from. (R53)

Two respondents expressed a different point of view. Due to the political, economic, and societal contextual challenges described previously, these two respondents, both with extensive international experience, indicated that they view global leadership as more easily managed than leadership in the local context. Although this was a minority opinion, it was clearly and compellingly presented. A respondent from Nigeria stated that,

Effective leadership seems easier in a global setting than in a local setting. One, the standards are well defined, and accountability is demanded. It's also a fairer playing ground, and leaders on a global level won't want to disappoint expectations. It's also more rewarding.…In our local African setting, including Nigerian setting, leadership is so complicated. Expectations differ from tribe to tribe and among different religious groups.…Issues are not evaluated objectively with[a] focus on [the]common good. Most people, including educated ones, are narrow minded, think of their ego, immediate family, pockets, position, or people. (R43)

Another respondent from India likened it to having a system like that in the U.S. that is more or less on "auto-pilot", where s/he felt that with sufficient watchdogs in

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place, the system will continue in an orderly fashion. In that context, s/he maintained that leading in a global setting is simpler than in a local context, stating, *"But in India, or states like that, you have to proactively find the direction, and that is far more challenging."* (R50) S/he attributed this to the high level of complexity in India, stating that,

> *I think it's primarily a function of, it's much easier to be an international leader, from one point of view the constituency you have is much more diverse. Indian constituency is far more diverse. It's far more difficult to be a leader in India. …diversity is very challenging stuff. And Indian leaders deal with a hundred times greater complexity than the U.S. leader, or any European leader, or any Japanese leader for that matter, or Chinese…India is a free-for-all. It's a far more complex society to manage as a leader than America is…The more the diversity, the greater the complexity, the greater the challenge.* (R50)

In addition to the two respondents who directly stated that they thought leading globally is easier than leading locally, other respondents made comments that could be seen to support this viewpoint. Several listed rewards of global leadership as accountability, the drive for results, and the reward system. In each case, they were referring to systems being more clearly defined and reliable at the global level than in their local context. Again, this was not the prevailing view, but certainly presents an interesting idea for further research.

Question # 4: What strategies do you recommend for emerging global leaders from your

country?

This is the primary research question and therefore data gathered from responses

to several of the interview questions is applicable, although the bulk of this data comes

from responses to the two questions asking specifically about methods of acquiring

global skills. Responses regarding successful and unsuccessful experiences, the most

significant experience, and the experience from which they learned most also contributed

to the findings.

A list of 46 recommended strategies emerged from the data (Table 5.6). These 44

strategies fall into three main categories: *gaining international experience, acquiring*

global knowledge, and addressing contextual factors through policy advocacy. Each of

the three categories has two further distinctions that help define the strategies further.

Rather than describe each individual strategy, I present the three overarching themes for

the strategies and provide examples of each. Most of the respondents identified items

in more than one category, and one respondent actually developed an extensive list of

short, medium, and long-term strategies that spanned all the categories. Several of the

strategies could easily fit into multiple categories depending on the particular focus of the

individual at that moment. Whether the person is a corporate human resource manager,

or a policy maker or educator, or whether they are interested in individual leader

development or in organizational or societal leadership development shaped how any

given strategy was envisioned. In all, there is a decidedly intercultural focus to the

strategies that emerged from the data, as is consistent with the data for the challenges and

skills that has already been presented.

Table 5.6: Global leadership development strategies reported by respondents (by
category).

Gaining International Experience	
Communicate with others	International exchanges
Experiential learning	Living abroad
Exposure to difference	Mentoring - role models/network
Extracurricular activities	Travel
Host family experiences	Volunteer in developing countries
International exposure	Work internationally
International education	
Acquiring global knowledge	
Comparative studies	Pay attention to details - observe
Education - formal	Personal experience of discrimination
Intercultural training - culture general /culture specific / case studies	Professional training
	Read/study - newspapers, books
Learn another language	Reflective practice - assessments
Media and technology (internet, communications)	Know yourself, assessments, change yourself
Multidisciplinary studies	Share ideas with others

Addressing contextual factors through policy advocacy	
Address issues of inequity - poverty and illiteracy	Focus on youth / future
	Learn how to use media effectively
Community monitoring and evaluation	Negotiate / mediate
Develop clear goals	Position yourself well
Don't make assumptions about transferability	Provide access to leadership development to all
Education policy change	Recognize /acknowledge good leaders
Eliminate corruption	Rights based perspective
Find common ground	Support democratic processes
Focus on positive examples - success stories	Understanding the power dynamics
	Understanding globalization

Data from interviews with research participants, n=14.

When looking at the items that were reported most frequently, a much smaller list was generated.   Of the 11 items that were identified by 50% or more of the respondents (Table 5.7), five identify ways to gain exposure to international/intercultural experiences and six focus on ways to gain global knowledge. Of those that targeted knowledge acquisition, two focused specifically on education, either formal *education* (such as degrees in international trade, business, foreign affairs), or on *professional training;* three suggested more informal means of learning through *sharing ideas with others, media and technology* or through *paying attention and observing others*. The final item, *read & study – multidisciplinary studies* could be pursued through formal or informal means.

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Gaining Intercultural Experience

The primary focus of this strategy is to facilitate interaction between people from different cultural backgrounds. The two approaches to pursuing these intercultural interactions are characterized by *exposure to difference* (which could be international difference or domestic difference) and *international exposure* (which involves disparate national cultures and most frequently international travel). Both strategies assume an experiential learning focus and predominantly in informal learning environments. Overwhelmingly, the respondents recommended international exposure, for extended periods of time. However, as a means to begin the exploration of intercultural learning, engaging with those near you who are culturally dissimilar was seen as a good place to begin. This strategy was mentioned both as a means to begin intercultural learning

Table 5.7: Global Leadership Development Strategies identified by 50% or more of respondents (by country).

Global Leadership Development Strategies	Brazil n=5	India n=4	Nigeria n=5	Total n=14	Percent of Total
Gaining intercultural experience					
Communicating with others	5	4	4	13	92.9
Exposure to difference	4	4	5	13	92.9
International exposure	5	3	4	12	85.7
Experiential learning	5	4	2	11	78.6
International exchanges	3	1	3	7	50.0

Acquiring global knowledge					
Sharing ideas with others	5	4	4	13	92.9
Education	4	2	5	11	78.6
Professional training	3	3	4	10	71.4
Media & technology	3	2	5	10	71.4
Pay attention to details – observe	3	3	3	9	64.3
Read & study (multidisciplinary)	4	2	2	8	57.1

Data gathered from interviews with respondents, n=14.

with young children or those unable to travel internationally, and as a means to maintain intercultural learning and development throughout one's life. The main goal in either strategy is to engage with others.

Examples of specific *international exposure* strategies include: travel, international education, international internships or work assignments, participation in international professional associations or global work groups, or working for a global company. Examples of *exposure to difference* strategies could involve international environments, but could also be conducted without having to travel. They include: mentoring, role models, networking, volunteer work, and host family interactions to name a few. The unifying theme for this category is that a person needs to have the actual experience of engaging with others over an extended period of time in a variety of settings in order to achieve meaningful intercultural learning.

All of these strategies target active engagement in the activities rather than theorizing about it and engage in learning in the behavioral and affective domains, the assumption being that by doing the activity you will learn to modify your behaviors and attitudes through practice.

Acquiring Global Knowledge

This category also involved both formal and informal strategies though a great deal more stress is placed on the formal learning options than with the previous category. Examples of specific strategies in the education/training based category include: academic studies in school and university, professional training and development programs either conducted internationally or focused on intercultural topics (such as international relations, international business, intercultural communications, language learning, etc.), and conferences or shared learning environments where people are encouraged to share ideas with others. The interchange of ideas was seen as "enlightening", "mind broadening", and "enriching."

Comments about the best learning environments frequently described past opportunities to share information and to engage in ongoing, long-term interactions. There were even specific training methods suggested for how to approach these trainings in some cases, such as: case studies, culture specific or culture general trainings, comparative studies, and research. A recurrent theme in the data is that learning should be multidisciplinary, participatory, come from a broad knowledge base, and be reciprocal. As one respondent said, "seek knowledge everywhere, from everyone."

The other set of strategies in this category are those that involve more informal opportunities for learning, including those that are self-directed (e.g. reading, media), and those that involve others. The arts and literature were mentioned frequently as a point of access to understanding other cultures and as a means of bridging cultures through a shared interest. Also included in this category is self learning. "Knowing yourself", "reflective learning", "self assessment", and "change yourself first", were a few of the phrases used to describe this process.

Although this category includes academic studies at schools and universities in the country of origin, it shares a preference for the hands-on opportunities to gain knowledge through extended interaction with others and certainly does not advocate the replacement of experiential learning for academic learning, but rather proposes to supplement or instigate an existing interest and passion for intercultural learning. Both the informal and formal learning strategies were discussed primarily from an individual point of view, but several suggestions for how organizations or governments could facilitate such programs were also mentioned. They were also both based on the assumption that our world is becoming increasingly interconnected and the need for all leaders, and all citizens, to have access to global knowledge was a widely shared opinion.

Addressing Contextual Factors through Policy Advocacy

The final category of strategy recommendations includes suggestions on how to address contextual factors through policy change, or policy entrepreneurship. These are strategies that have a community or organizational focus and seek to address contextual factors that either help or hinder effective global leadership. The two subcategories are

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big picture policy strategies and specific policy strategies. The big picture strategies include: educational policy reform, support democratic processes, eliminate corruption, youth-based, future-oriented strategies and strategies that address equity issues. The specific strategies mentioned include: *community monitoring and evaluation, acknowledging and rewarding good citizenship behaviors, promoting the use of success stories and positive examples, the effective use of media and technology,* and *understanding globalization and the impact of power differences.* Although the policy advocacy strategies were not among those reported most frequently by the full group, they were very important for the group from Nigeria.

It was while looking at the full range of strategies that the distinction between formal and informal learning and the respondents' expressions of the need to seek many sources for learning became obvious. It is not that formal education was discounted. Quite the contrary, education was seen as a primary strategy for many, both at the personal level and at the policy level. Nonetheless, a great emphasis was placed on informal ways of learning, especially those experiences that provided the most meaningful learning opportunities. By far, the majority spoke of informal rather than formal learning environments. Even when they spoke of a formal educational exchange experience, such as the Humphrey Fellowship, it was typically the interaction with the people they met, the experience of interacting and coping with alternate worldviews and circumstances that had been the most meaningful. I will return to this idea again at the end of the chapter in one of the minor themes.

Emergent Themes

Six primary themes and six minor themes emerged from the data. These themes are directly connected to findings regarding challenges, skills, strategies, and the perceived difference between global and local leadership. They are listed below and are discussed more fully in the following section.

- *The Intercultural Dimension of Global Leadership.* Intercultural skills are seen as core competencies for effective global leadership.

- *The Demands of the Local Context.* Being able to successfully negotiate the local context (including the political, economic, and societal contextual factors) is critical for effective leadership.

- *The Global–Local Interface.* Leading in a global context is occasionally seen as being less rather than more complex and therefore easier than leading in a local context.

- *Different Perspectives on Global Leadership.* There are important differences in how members from the six biographical factors (country, sector, experience, gender, and age) view effective global leadership.

- *The Challenges and Rewards of Global Leadership.* Global leadership and global work is challenging, personally and professionally. It is also highly rewarding and enriching.

- *The Multi-Faceted Nature of Global Leadership Development Strategies.* There are many means to acquire the skills and knowledge that are needed by global leaders, including formal and informal learning environments.

Theme 1: The Intercultural Dimensions of Global Leadership

The role of intercultural competence is evident in the findings from all of the four primary questions. As was reported previously, more than half of the challenges reported by 50% or more of the respondents are related to negotiating intercultural interactions. A majority of the respondents' strategies focused on gaining intercultural experience or gaining global knowledge. Of the skills reported by 50% or more of the respondents as critical to effective global leadership, 19 of 24 are related to intercultural competencies. Of all the categories of skills, the intercultural skills were those most frequently mentioned by the highest number of respondents. In addition, intercultural considerations were most frequently identified as those that distinguish between global and local leaders.

It is worth noting that many of the skills, behaviors, and strategies mentioned are not unique to global leadership development, but are also among lists of leadership skills proposed by other scholars in domestic contexts. In fact, many of the skills listed here are among those that previous scholars (Bass, 1990; House et al., 2004) have claimed to be universally endorsed and are broadly believed to favorably impact effective leadership (e.g. communication, honesty, integrity, hard work, respect, empathy). Despite that commonality, the need to translate these skills into global contexts and the special challenges that presents is a central theme.

Theme 2: The Demands of the Local Context

The strategies that are suggested to develop global leaders include references to contextual factors that go beyond the acquisition of intercultural skills and knowledge. In

addition to national and organizational cultural factors, respondents refer to contexts that include factors such as: religion, political infrastructure (rule-of-law, judicial systems), educational systems, positive vs. negative ethos of the society, and corruption, to name a few. Many of the respondents feel strongly that paying close attention to the context and the local environment is critically important to effective global leadership.

Paying attention to the local context takes many forms. It includes supporting democratic processes, understanding local needs, educational policy reform, listening, observing, using participatory methods, technology, economic and educational capacity, transferability issues, and even dressing in culturally appropriate ways.   One respondent talked about how one always has to keep the global strategies in mind, but translate them to the local context, saying,

When you're coming to the local community you have to…decode all of your international languages, and policies, strategies to the local knowledge and the local level the way that the people will understand it easily and the way that they will accept you easily. (R08)

Theme 3: The Global-Local Interface

This theme relates to the perceived differences between global and local leadership. As reported earlier, most of the respondents felt that global leadership requires taking leadership skills to a new level and that more and advanced skills are needed to do that. The majority felt that global leadership was more complex, more challenging, and potentially more rewarding.

However, two respondents felt that, due to complex situations in their home countries and/or due to a lack of well-developed infrastructure systems that support effective leadership, leading in global contexts was less complex and therefore less challenging. Others from the same country disagreed with this interpretation, but it certainly warrants further investigation.

Theme 4: Different Perspectives on Global Leadership

After the data were coded, it was analyzed to determine which concepts were reported most frequently. Responses were first analyzed for the group as a whole and later disaggregated by the five biographical factors (country, sector, experience, gender and age). These comparisons demonstrated a number of differences in the responses among and between the sub-category groups; in *what* was said, the *way* in which it was said, and in which concepts were most important to each group.

These comparisons were done for the responses to the three primary questions regarding challenges, skills, and strategies that were reported by at least 50% or more of one of the groups in that category. Tables summarizing all the data for these three data sets are presented in Appendix C.

The data summarized here represent themes that are most representative of each group or that represent the greatest variance from the full group. Not all of the factors are equally relevant to this study and will therefore not be covered in the same degree of detail. Differences between countries and sectors are of primary interest.

Differences by Country

     Brazil.

The five respondents from Brazil include both males and females, represent the government and international aid sectors and are distributed across the age and experience categories.

Brazilian respondents focused mostly on individual leader development and three of them mentioned having encountered significant challenges during international assignments from which they learned a great deal. Throughout the interviews there is an emphasis on personal relationships which is confirmed by the overall comments made regarding Brazilians as being very warm, friendly, outgoing people.

One of the most frequent comments made regarding Brazil is about the nature of the Brazilian people. Nearly all of the respondents spoke of the general openness, flexibility, and warm, friendly nature of Brazilians. One respondent speaking about flexibility likened it to the game of soccer and felt that the capacity to stay on the move, change directions quickly, and always keep your eye on the ball gave Brazilians a distinct advantage. The comments regarding the lack of flexibility and openness in the government sector are especially noteworthy when set in the context of a society characterized by this same group as being highly flexible.   In some cases this flexibility was reported to have been helpful to them in their global work, and in a few cases it seemed to be an added frustration when they encountered societies or situations that were less open and flexible.

Each of the respondents mentioned the political environment in Brazil as well. These comments ranged from a tentative optimism about recent changes to considerable frustration with political maneuverings that continue to allow under- or unqualified candidates to achieve prominent positions.

It was agreed that leadership positions were attained by merit and hard work as well as by family and political connections, with perhaps more emphasis on the latter than is perceived to be the case elsewhere. Two of the respondents spoke specifically about how leadership and educational opportunities are not yet available to all and how poor and minority populations do not recognize those opportunities as attainable for themselves or their children. Despite those few reservations, a general sense of optimism prevailed throughout the interviews.

India.

The four respondents from India include both males and females and represent all three sectors of work. They vary in age by nearly 20 years with three having extensive international experience and one with more limited experience.

Comments from Indian respondents focused on individual leader development, although both challenges and strategies included societal aspects as well. There is quite a range of opinions and comments about India. All respondents indicated that leadership in India is achieved through a process based primarily on merit, but that political and family connections still play a role, especially in areas outside the major cities. There is also agreement that this varies by sector and that solid skills, merit, hard work, and results are most important in the private sector. Three of the four Indian respondents made specific

reference to the high level of diversity in India, and as discussed previously, one respondent felt strongly that this level of diversity, coupled with the still developing political support structures, creates an environment that presents even greater challenges for effective leadership than does a global environment. Others disagreed with that notion and felt that despite this high level of diversity there are elements of unity within Indian society that are not present at the global level.

With respect to the nature of Indian people, there was a feeling that Indians are a fairly directive, linear, people with clear ideas about the best way to do things and have little patience for slow, deliberative processes. They indicated that India has not historically been a country that has been very open to outside influences, but that is changing rapidly. Comments included, "*we haven't been very culturally adaptable, open, and I think it's because we are a very inward looking country.*" (R38) This aligns well with other comments about the importance of reflection, self knowledge, and the need to listen to and observe others. Curiosity was listed as a valued skill by all of the Indian respondents and as a top skill for one of them. There was consensus that life in the large cities in India is changing very rapidly, but that rural areas continue to face many of the same challenges as in the past.

Nigeria.

The five respondents from Nigeria include both males and females, are distributed across the age and experience categories, and represent both the international aid and private sectors.

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One of the most notable items is that although they did not necessarily identify more concepts than the other groups, there is a greater level of consensus among the Nigerian group than among the other two country groups, especially with respect to the strategies recommended and the focus on policy level strategies. The predominant theme particular to Nigeria is the need to cope with the political environment and rebuild strong leadership practices after such a long time under military rule. The group shares an interest in looking to the future and advocates for strategies that provide their youth with a different environment in which to learn, practice, and develop as leaders. There is an evident focus on changing the society to a more positive mindset and looking to the future. One respondent said, "w*e've been exposed to negative influences for so long….leadership education must begin from kindergarten and must be in every class"* (R08). There is also a strong grounding in Christian faith as a guide for serving the broader community and a feeling that the high level of internal diversity and adherence to historical, traditional, and cultural practices are a hindrance for national advancement and effective leadership. One respondent said, *"you may find that one of the difficult things in dealing with developing countries…some of these cultural issues may come up, for they're very important, especially as a leader"* (R06). The impact of social customs relating to age and gender is especially prevalent. One respondent describes some of the challenges saying,

> *…in developing countries we're still negatively affected by our cultural*
> *backgrounds. You know we have these cultural practices of so much importance*
> *of seniority, of age. Even though I may be the president of the United States or of*

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Nigeria when I go to speak to people that are older than I am...they expect me to give them some respect....You know, that cultural thing is still very much with us so anybody who is a leader in Nigeria, in my country, in that environment, you have to be very sensitive in that area (R43).

Three of the five spoke about the cultural practice of the two-piece clothing for men in Nigeria and how much a suit and tie would be a barrier to effective collaboration. They also spoke of how accountability, clearly defined goals, and organizational expectations are different at the global level. With respect to how one gains leadership in Nigeria, it was acknowledged that family, tribe, and politics still play a significant role, but that all factors, including training, merit, and performance are part of the mix.

Differences by sector

Four respondents are from the government sector, eight from the international aid (INGO) sector, and two from the private sector. A couple of the respondents made explicit reference to differences between the sectors, stating, "*it's quite different if you are talking about the private sector or if you are talking about the government*" (R38) and "*...it's very different if you consider any of these questions from the private sector, the for profit sector, than if you look at them from a government perspective or nonprofit perspective*" (R10) and "*It depends on which field. Is it in political field? The business world or an organization?*" (R06)

The private sector.

There are two respondents in the private sector, both male, in the middle to high age and experience ranges, from two different countries. It is important to note that with

only two members in this group the significance of reporting at 50% is less significant and leads to far more items meeting that requirement. Nonetheless, some basic trends are useful to note and worthy of further investigation.

Respondents from the private sector were more apt to stress personal and professional efficacy and the need for one to know what s/he wants, to gain the necessary skills, and to have a strong drive to succeed. There is a belief that personal efficacy is central to success. This is characterized by statements such as, *"drive to succeed","* *know how to position yourself"," have clear goals"," hard work", "drive for results",* and *"accountability."* Challenges reported by this group not reported by the full group included *communication, learning the new job quickly, building trust with others*, and the *intensity of the work.* There is also a stronger focus on the *time commitment* of working globally. Comments regarding time referred to *the time intensity of the work* (the time it takes to develop global skills, to reach consensus and accomplish tasks, and *time away from family* that an international posting may require.

The government sector.

There are four respondents from the government sector representing both genders, and a span of ages and experience. The additional concepts reported by respondents from the government sector include: strategies: *educational policy reform,* and *international education;* skills: *patience, responsibility, self-confidence,* and *creativity.* No additional challenges were reported.

Government sector respondents tend to focus on processes and procedures and personal competence and responsibility. Respondents made comments such as,

"Here in my workplace….there's a tendency to not listen to the new idea." It's hard in the [country] government because it's so, it's….there's not much flexibility" (R10).

"communication is the most important skill in international setting...particularly when you are talking in a diverse setting...it is not easy to communicate what you want to communicate..." (R18)

In talking about challenges, one respondent lamented the lack of set procedures for international cooperation when s/he said that "*cooperation between countries... frankly speaking is not all that effective, and the cooperation is mainly on how individuals respond to the requests made upon them.*" (R18)

Development strategies and skills focused on either personal competencies or the need for greater flexibility within the organizational structure.

The international aid sector.

The eight respondents in this sector are either currently working in international aid and development organizations or have done so in the past and gained their most significant international experience working in this sector. They span the age and experience ranges of the group, represent all three countries, and are evenly split between genders.

The additional concepts reported by respondents from the international aid sector include: skills: *ethics, humility, honesty, equity & fairness, selflessness, tolerance, trust,* and *interest or desire to work internationally;* challenges: *being willing to not have all*

the answers, engaging around sensitive issues, understanding power differences, and *religious differences.* No additional strategies were reported.

Respondents from the international aid sector (INGO) were more likely to identify significant challenges and recounted more specific, personal stories of intense situations they and colleagues had encountered. They were also far more inclined to speak of the political and societal challenges they faced and the barriers those challenges posed to their work. Challenges were more often reported as having been intense and included emotional and psychological challenges. They included a broader range of necessary skills (*energy, emotional strength,* and *interdisciplinary knowledge*), and recommendations included areas not typically included in the global leadership development discourse (e.g., *eliminate poverty, fight corruption, support democratic processes*). They were more emotionally invested in the discussion and spoke more frequently of the profound, long-term impact these experiences have had on their lives and careers as well as on the lives of those with whom they have worked.

In all these cases it is not that respondents from other sectors did not mention many of the same concepts, but it was the intensity of the statements that was different. For example, a respondent from one sector may have mentioned that understanding the local context was important, but those in the international aid sector had many detailed examples of ways in which understanding the local context was both challenging and absolutely essential. They also usually had stories about times when they had not listened and had gone in as member of a team on an international development project assuming that they had the answers, knowing what the community needed, only to find

out that they did not know what was needed and had to stop to listen first and then work with the community in order to reach a successful conclusion.

As I listened to the interviews and reread the transcripts, it was clear that there is something essentially different about their experiences. The circumstances were often more challenging (lack of sufficient resources, substantial cultural barriers, lack of infrastructure or even basic political stability), and there was a greater feeling of personal investment. They also spoke more about having to bridge differences and to work collaboratively, whether with the community members, or with different national and international agencies.

Differences by Experience

Each interview participant was given a Global Leadership Experience (GLE) score that is a composite score based on the length and breadth of their intercultural experiences and the length and level of leadership experiences in global environments. Three categories emerged from this analysis, and respondents were assigned to the high, middle, or low experience group. One interesting factor that emerged regarding variances in bio-data is that despite a high correlation between Age and GLE score, there was not the same correlation between the data reported by the corresponding age and experience groups. That is to say that very little deviation from the main group is present in the data reported by Experience, but a good deal of variation is reported by Age*;* and, the items reported by those low in age, were not the same as those reported by those low in experience. Sub groups by experience exhibited the least variance between the subsectors of all the groups.

Differences by Gender

There are eight male and six female participants in the study, and overall the male and female participants are fairly evenly represented in the other categories (sector, experience, country, and age). There are a few variances worth noting regarding findings by gender. Males reported *emotional and psychological limitations, the impact of power differences,* and *the intensity of intercultural work* as challenges while females did not. One the other hand, female respondents reported *understanding the local context* and the *lack of cultural understanding* as challenges while the males did not. Second, if looking at the full list of items in each category, female respondents identified significantly more skills (33:22) and strategies (25:14) than did their male counterparts. Because this study did not explore gender differences with the respondents, there is not sufficient evidence to suggest reasons for this variation, but it is an interesting finding and again, worth further investigation.

Differences by Age

The respondents varied in age from 32 to 62. Respondents were allocated to one of three age range groups designated as high, middle, and low. The delineation among these three was made by dividing the 30-year overall age span into three equal groups. There are four respondents in the highest age range, and five each in the middle and low age ranges. The most significant finding regarding age is the previously mentioned connection between age and GLE score and lack of correlation between data reported by age and experience. In addition to the correlation between age and GLE score, those who are oldest are also those with the most experience and those with the most stories. There

are exceptions, of course, and two respondents from the younger age group have had considerable international interactions although not necessarily in significant leadership positions.

One specific item of interest is that those who are older spoke more frequently about the changes in the global environment. They expressed a general feeling that doing global work is easier today than it was 30 years ago. They attribute this to two main factors. The first is technology-based; there is more, better, and quicker access to information today and this results in more people being familiar with other areas of the world and their intercultural differences. In addition, it is far easier to communicate today with internet and cell phones. Fewer people are as isolated from their home and work support systems as they were in the past. The second is that there are many more people who have had international experience today. Some of the respondents may have been pioneers in intercultural work 30-40 years ago, and that means that they dealt with people who were far less globally savvy at the outset of any collaboration than may be the case today. This creates an environment where more people today have a better understanding of other cultures and know that one needs to accommodate differences. It also means that the whole field has grown. Far more research has been done, and better training programs and support systems have been developed for expatriates and global workers today. Although these comments were more prevalent with the respondents in the higher age category, two from the low category also made similar comments regarding changes in educational options available at their universities today than when they attended.

In summary, the greatest differences in perspectives on the challenges, skills needed, and recommended global leadership development strategies were between countries, sectors, and age, and to a lesser extent, gender. This indicates that global leadership development programs should consider these differences when designing and delivering programs for populations spanning these areas of difference.

Theme 5: The Challenges and Rewards of Global Leadership

Respondents confirmed that global leadership can be very challenging but rewarding work. All of the respondents were keenly aware of challenges of working in global contexts. They were also clear that special skills are needed and acquired through experience and time. Whether the challenges they described were personal or professional, more or less intense, recent or long ago, all expressed appreciation for having had the experiences and a continued interest in working internationally. They indicated that the rewards outweighed the challenges and in many cases expressed a belief in a growing need for effective global leaders from their countries and others.

Theme 6: The Multifaceted Nature of Global Leadership Development Strategies

Respondents identified many means of acquiring global leadership competencies. Some strategies involved formal training and education or leadership development programs, and some advocated for more informal methods of learning, such as travel, host family interactions, internet, reading and social interactions. The responses to the questions asking about global leadership development strategies and about how they acquired global leader competencies were the primary sources of data informing this theme, but there were comments throughout the interviews that have also been

incorporated, especially those from descriptions of past successes and most significant experiences.

As was noted in the discussion of strategies (see Table 5.6), the strategies are categorized by three different types of strategies (gaining international experience, acquiring global knowledge, and addressing contextual issues through policy advocacy) and can be pursued through both formal and informal processes. In addition, these strategies can pertain to both individual and societal contexts. There is less agreement across the groups with respect to strategies recommended than for the challenges and skills listed. Of the full list of 46 strategies, only 10 were mentioned by 50% or more of the respondents. An additional 11 strategies were recommended by at least 50% of the respondents from at least one of the biographical factors (country, sector, experience, gender, and age). There is also greater variation in the list of suggested strategies across the various biographical factors than is seen for either the challenges or the skills. This indicates that there is a wide array of strategies that can be employed to enhance effective global leadership, and they may be more contextually contingent than the perceived challenges and skills.

Respondents mentioned the standard education and training options, and even stressed the need for educational reform and the integration of international learning at all grade levels. Many respondents mentioned the value of a "*multidimensional approach*" to "*develop a broad perspective*". In addition, they all spoke of the value of informal ways of learning and that "*knowledge can come from anywhere, from anyone*."

In addition to the six major themes mentioned, there are six minor themes or findings that are also interesting to note. These are considered minor findings for two reasons. First, they do not represent concepts that emerged as being a primary focus of the interviews and therefore did not rise to the same level of significance as the other themes. Second, because they are either not central to the purpose of this research or are themes about which a great deal of research is already available. Nevertheless, these themes are worth mentioning and play a role in the overall analysis of the study, and in several cases provide good topics for further research.

The Need for Global Leadership

The respondents confirmed that there is a pressing and increasingly universally recognized need for effective global leadership skills. Through the broad range of their experience, they have reason to understand this need better than many. All have lived and worked in global environments and have experienced both effective and ineffective global leadership. The call for effective global leadership is echoed throughout the interviews with these 14 respondents. As one respondent said,

> *… the topic [global leadership] seems to me to apply to any profession –*
> *leadership and cross-cultural leadership. It's for anyone, right? For any*
> *professional*? (R10)

Another respondent said, "*I believe international leadership development is something not only for people working internationally, but it is something that might be now for absolutely everyone, even someone who has never left their own village.*"

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In response to the question about differences between global and local leadership, another respondent said, *"honestly speaking, if you don't understand what is happening internationally, then you are in trouble"* (R15) as an indication that s/he believed all leaders today need to have global skills.

As an indication of the broad application of global skills, another respondent talked about how local religious leaders need to have global leadership skills because their congregants have access to so much information from all over the world and in order to serve them effectively, they also have to be well informed.

> *So to be a good leader, to be relevant, you have to… be ahead of people. You can't be ahead of them if you are a lazy leader. So leadership now means you're on your toes all the time, learning more, finding more information so that you can have something to give to the people, because people are also craving for knowledge. They are moving far, far ahead of you. As I said, the global world, the internet facilities of knowledge and the visual radio, the people are well informed. A leader now has to be highly educated, has to be well-informed.*
> (R06)

In another conversation, a respondent from Brazil was talking about having worked on a large development project in one of the favellas in Brazil and was commenting on the skills of a local leader in the favella. S/he equated his ability to interact effectively with, and bridge between, the international funders and foundation people, the local program staff, the church representative, and the poorest people on the street with those of other global leaders. S/he said,

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… the guy is absolutely amazing. He's able to talk to everybody, he's able to

disappear from the scene when it is necessary, reappear when it is necessary, and

negotiate with the best part of the money system. He came back to negotiate with

the church. Wow! The only difference is… this guy could be, could be like Lula,

the President of the Republic of Brazil. Because, wow, because the guy has those

capabilities. (R04)

These statements illustrate a growing need for global leadership. In the view of the respondents, broad ranges of skills and global awareness are needed in many areas of work all over the world. This is a concept that has been substantiated by many others (Yukl, 2002; House et al., 2004; Chhokar et al., 2008; Mendenhal et al. 2008; Moodian, 2009; Brake, 1997); it is included here only to demonstrate concurrence for this population.

First Experiences or Intensive Experiences Have a Powerful Impact

This theme relates to the relative significance of the respondents' international experiences. When respondents were asked about which was their most significant experience or from which experience they had learned the most, all respondents indicated either their first international experience, or the first experience of an extended nature, as the most significant. Many of their experiences had involved international education. All of them indicated that the Humphrey Fellowship was among the most significant experiences and that they had learned a great deal during their fellowships. Many indicated that they had changed their career plans, or had come away with a new, broader perspective of the world. A subset of this theme is the specific category of international

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education. Not all of the respondents mentioned international education explicitly as a primary factor in their own leadership development or included it in their list of strategies, but it was implied in their conversation. I include it here as part of this minor theme despite its being an implicit rather than explicit theme. All the respondents spoke highly of their own international educational opportunities and referred to them as valued and successful global leadership development experiences.

Another interesting factor regarding responses to their most significant experience, or best learning, is that almost all of the stories told were about *informal* learning experiences, rather than formal training or education. They said that it was frequently the most challenging experiences, regardless of outcome, that had contributed most to their learning.

Working Globally is Getting Easier

Several respondents indicated that they thought it is easier to work globally today than when they first started. This was more common among respondents in the high age category, although two of respondents in the low age category also indicated they had noticed that educational and training opportunities have more international options now than had been available when they attended university. As mentioned, technology, access to communication and information, and increased exposure to education and international experiences contribute to this perceived change.

The Outsider Effect

This refers the idea that there is an *outsider affect* which can, at times, be a benefit and potentially support the idea that there are aspects of global leadership that are easier

than local leadership (Fry & Thurber, 1989). One respondent observed how a local project leader in Mozambique struggled as much or more with being accepted by the community as did people from other countries, because he was both an insider (from Mozambique) but also an outsider (from a different region than where they were working).

> *…maybe he had much more challenge than maybe the expatriates in Mozambique, because he had to deal with much more closer dilemmas Regarding his identity and how it was perceived by this other society or this other ethnic group with whom he was working.* (R15)

This idea of there being a benefit to leading from outside a cultural context is mentioned by more than one respondent and is consistent with the proposition of cultural difference mentioned in the GLOBE Report (House et al, 2004). This was not a theme of this research, but, again, it provides an interesting idea for further research.

Personal Experiences of Discrimination is a Good Teacher

Respondents talked about how a person can learn to become a more effective global leader through personal experiences of discrimination or of being a part of a non-dominant group. These references were made regarding gender, race, ethnicity, nationality, and even language ability. One respondent said when asked how s/he had learned to be non-judgmental, "*I have been judged several times, and judged wrongly.*" (R08)

Another respondent referring to learning from personal experiences of discrimination said, "if I had experienced those things in one of my identities then I am

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able to understand it in other contexts when it takes other forms. My own experience

might be from gender, but I might understand it in terms of race, or ethnicity, or class or

other forms of discrimination." (R38)

Not all Intercultural Trainings Provide Equal Benefit

Respondents mentioned past training that they had found to be not particularly

useful. In a few cases, they expressed a feeling that the trainings were almost harmful,

and had left them more fearful of interacting with others through a heightened awareness

of cultural differences and the many potential avenues for misunderstandings. Describing

the situation s/he said,

> *What I got from the trainings…I got a sense of being careful about different*
>
> *sensitivities and sensibilities…maybe I became too afraid of doing*
>
> *mistakes….Being fearful is not helpful, because you lose your spontaneity…you*
>
> *start kind of like behaving automatically or mechanically, not allowing yourself to*
>
> *be shown to other people.* (R15)

In other cases, they felt the trainings were not particularly helpful in increasing

their ability to deal more effectively with intercultural challenges. Those that were listed

as not very helpful were characterized as culture specific, rather superficial, and

comprised of lists of dos and don'ts.

Knowledge Creation.

Finally, with respect to knowledge creation in global leadership development,

most respondents indicated that their learning was either personal, or was utilized within

their departments, or within their professional organizations. Most indicated they had not

produced documents about how to work better globally, but rather about how to work better within their field or organization. A few, however, have made significant contributions to the field of international work or international leadership. A few even spoke of having written, or being in the process of writing a book about working globally.

Summary of Findings

Respondents have identified ways in which global and local leadership are similar and how they differ. They have identified lists of skills, traits, behaviors, and strategies for enhancing those skills at both individual and organizational levels. They have also identified challenges and rewards of global leadership. These ideas have confirmed and challenged existing global leadership knowledge and added a much needed perspective from developing countries and the international aid sector. The findings will be further analyzed and compared with existing global leadership theory and frameworks to determine areas of convergence and divergence and to develop a list of recommendations for future global leadership development.

CHAPTER SIX: ANALYSIS AND CONCLUSION

The aim of this thesis was to learn about effective global leadership development strategies from the perspective of people from developing countries. In order to do this, I reviewed the state of the art in global leadership development through a review of the literatures in four related areas: leadership, leadership development, intercultural training, and global leadership. This review revealed a gap in the available literature in two areas. First, most of the literature on global leadership and global leadership development is from a corporate perspective, and second, there is very little literature on leadership development (global or local) from the perspectives of people from developing countries. This research addresses that gap.

In this final chapter I provide an analysis of the findings through a comparison with existing theoretical frameworks identifying similarities and differences, present a new integrated global leadership model, describe the contributions this research makes to the field of global leadership development, review the quality and applicability of the study, and share my conclusions and recommendations for future research and global leadership development

Comparison with Existing Theoretical Frameworks

In order to gain a better understanding of the data and to situate this study within the theory and practice of global leadership development, I have conducted a comparative analysis with current theoretical models of leadership, global leadership, and intercultural competence development. Although generated from different perspectives, they are all

relevant to the findings of this study and provide a framework from which to understand the findings.

<center>*Global Leadership Skills*</center>

Several taxonomies of global leadership competencies have been developed in the past decade, and studies of global leadership competencies continue to be an area of interest for current and future research. Overall, there are dozens of categories and hundreds of skills, traits, and behaviors that support effective global leadership (Brake, 1997; Rosen et al, 2000; Osland, 2008; Mendenhall et al., 2008a; House et al, 2004; Kozai Group, 2002; INSEAD, 2004). It was clear early in this study that the sets of competencies synthesized from previous research provides a good fit for the data. The taxonomy used in this research is adapted from those developed by Rosen (2000), Osland & Taylor (2003), and Brake (1997). (See detailed discussion of these models in Chapter Two). Rosen's model consists of four sets of literacies: personal literacies, social literacies, business literacies and cultural literacies. Osland's 2003 synthesis of global leadership consists of personal traits and competencies, interpersonal competencies, global business competencies, and global organizational competencies. Brake's (1997) Global Leadership Triad consists of business acumen, relationship management, and personal effectiveness – united by the transformational self. While the way in which I define the categories does not exactly replicate these models, the similarity is clear.

The four skill sets that emerged from the data are *personal skills, interpersonal skills, professional skills*, and *intercultural skills*. Personal skills are those that can be attributed to an individual person. This includes traits such as *open-mindedness* and

flexibility, as well as individual capacities such as *listening* and *creativity*. Interpersonal skills are those that affect how well one relates to others. This category includes such skills as *connecting to others, communication*, and *networking*. Professional skills (sometimes referred to by others as business skills) includes skills that relate to personal effectiveness on the job regardless of the field (i.e., healthcare, engineering, or human resource development). It also includes *organizational skills, teamwork*, and *accountability*. I prefer the term professional skills over business skills, because I believe this to be more inclusive for those working in education, public, and nonprofit sectors. The fourth set of skills I refer to as intercultural rather than cultural because these skills have to do with one's capacity to interact effectively across cultures. It includes such skills as *appreciating diversity, global knowledge, understanding other cultures,* and *cognitive complexity*.

As stated earlier, these categories were allowed to emerge from the data, thus ensuring a goodness of fit (Glaser, 1978). In fact, many of the codes used are in vivo codes (i.e., taken directly from the text), and with only a few exceptions, these categories provide a close match for the skills identified by the respondents. The most significant difference between the existing taxonomies and the one developed through this research is that intercultural skills emerged as a clear and distinct category of skills rather than a subset of another category. The need to attend to cultural differences figures prominently throughout the interviews in each of the four primary areas of analysis. 66.6% of the challenges mentioned are about negotiating intercultural interactions. 44.4% of the skills are either directly or indirectly related to intercultural competence and the eight

intercultural skills are those reported most consistently across each data group. And finally, two of the three categories of strategies recommended to develop global leadership capacity are about gaining intercultural experience, or acquiring global knowledge, and the third category is clearly culturally contingent. Concepts of cultural differences and intercultural challenges permeated the interviews making the centrality of intercultural issues compelling.

GLOBE Report Findings

As outlined in Chapter Two, the GLOBE report researchers identified nine dimensions of global leadership. The GLOBE data for the nine leadership dimensions illustrates much similarity among the three countries (See Figures 6.1 and 6.2). Based on a comparison between the *As Is* vs. *Should Be* scores one would expect to find recommendations for global leadership development strategies that would reflect a move that parallels the difference between these two scores. For example, if the *As Is* score for future-oriented leadership is lower than the *Should Be* score, one would expect to find recommendations for strategies that stress a future orientation, such as a focus on youth and educational policies. Based on the GLOBE findings, one would expect to find that respondents in this study from all three countries would advocate for strategies and highlight competencies that seek to diminish power distance. They would also support strategies that enhance leadership styles that are performance-oriented, future-oriented, humane-oriented or support institutional collectivism and gender egalitarianism. Differences in the direction of change in the GLOBE data for the three countries existed on two scales. On the *Assertiveness* scale India ranks higher on the *Should Be* scale

(Figure 6.1) than the *As Is* scale (Figure 6.2) while for Brazil and Nigeria the difference is the opposite, with the *As Is* scale ranking higher.   On the *uncertainty avoidance* scale,

Figure 6.1: GLOBE *Should Be* findings for Brazil, India, and Nigeria on 9 dimensions
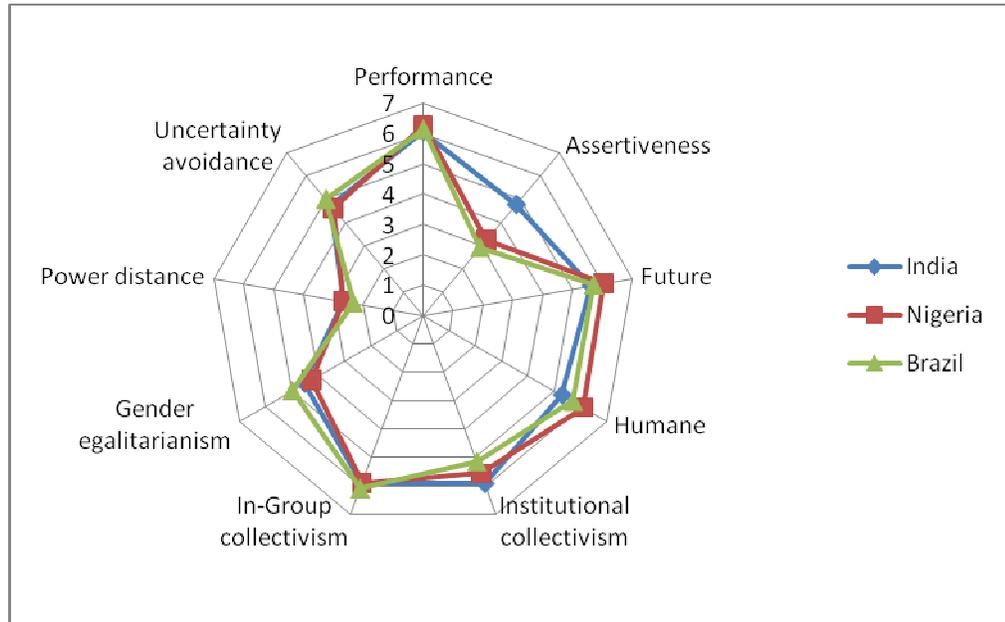
Figure 6.2: GLOBE *As Is* findings for Brazil, India, and Nigeria on 9 dimensions

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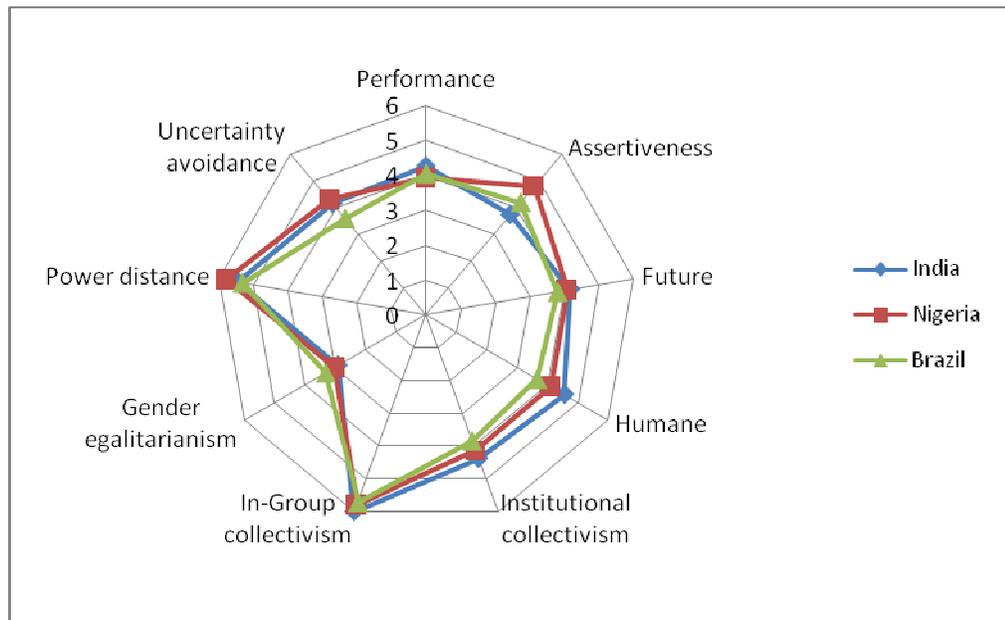
there is little difference for Nigeria and India, but for Brazil the *Should Be* ranking is

higher than the *As Is* ranking. Finally, the *in-group collectivism* scale shows very little

variation between the *As Is* and *Should Be* scales for all three countries.

Figure 6.3: *Should Be/As Is* Comparison on 9 GLOBE Leadership Dimensions: Brazil
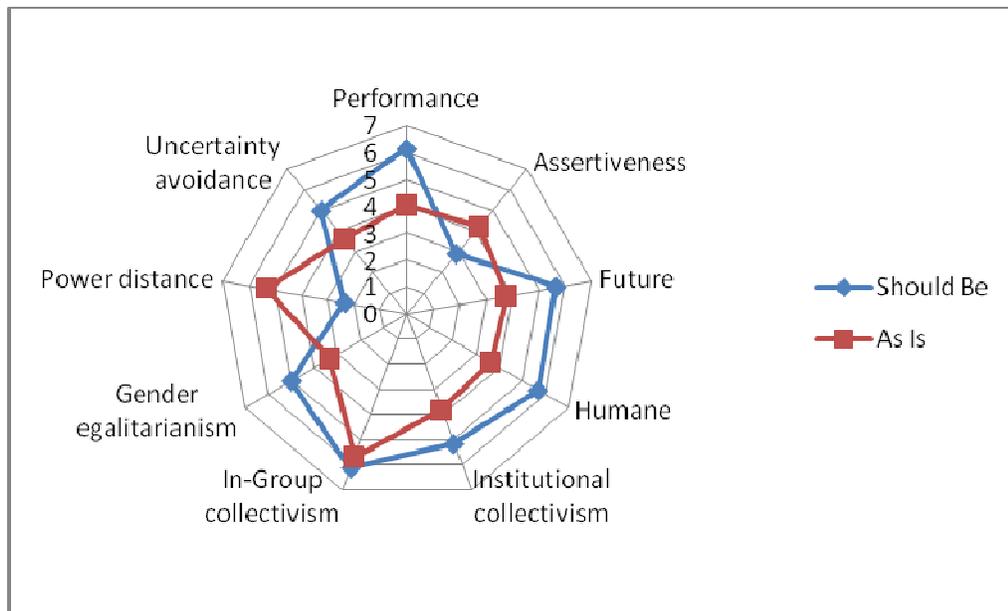
The respondents from Brazil expressed a strong interest in less authoritarian

leadership and more team-oriented, participative leadership models. There was also an

interest in performance and future oriented strategies, again with a strong focus on youth

and education. The humane orientation was also noted in the desire for leaders who are

trustworthy and who set an example for others. The Brazilians were also uniformly

interested in greater equity for non-elite members of society, including a greater level of

access to leadership opportunities for minorities and women.

Figure 6.4: *Should Be/As Is* Comparison on 9 GLOBE Leadership Dimensions: India
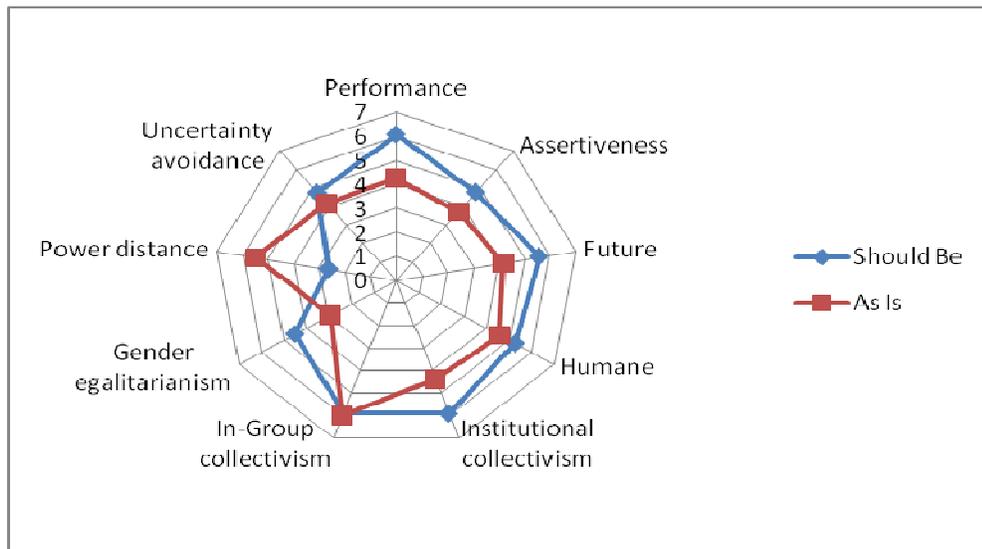
The respondents from India also reflected a desire for less power-distance and more democratic and egalitarian leadership. They spoke of the country as being on the move towards more performance-, and more future-oriented leadership, although less so in rural areas. Although it may exist, little interest in greater assertiveness was detected in respondents' comments, perhaps due to lack of centrality to this study. I also did not detect a specific focus on gender egalitarianism beyond the comments of the one female respondent from India.

The findings from the respondents from Nigeria are consistent with the GLOBE findings (Figure 6.5). The respondents expressed a strong interest in enhancing performance, focusing on accountability, eliminating corruption, and improving the rewards systems. They demonstrated a future-oriented focus in the development strategies with a strong focus on youth and educational policy reform. There is a strong interest in more egalitarian leadership and greater democratic processes. One respondent

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Figure 6.5: *Should Be/As Is* Comparison on 9 GLOBE Leadership Dimensions: Nigeria
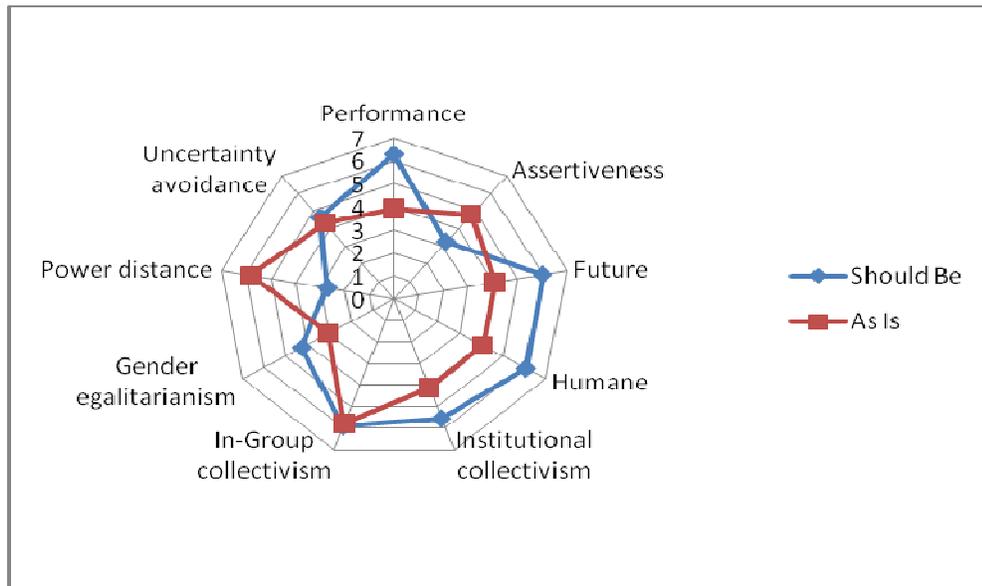
said, "part of the thing that is holding us down in this part of the world is that we refuse

to pull together." (R09) A more humane-oriented focus is present in the expressed desire

to focus on success stories and establish reward systems for those who exhibit positive

leader behaviors throughout the society. There is also a strong desire for greater gender

equity, especially on behalf of the female respondents.

In review, there is some basic agreement with the GLOBE findings for these three

countries regarding leadership style preferences. As a grounded theory study, the

purpose is not to prove or refute the GLOBE findings, but it is useful to note that my

findings are consistent with those reported from the GLOBE study. However, it would

be more interesting, as also stated by the GLOBE researchers, to explore what the

national leadership characteristics for the three countries indicate about recommendations

for leading across cultural contexts, or for leaders from these three countries who lead in global arenas.

Global Leadership Development Models

In any attempt to assess global leadership development, one needs a model or theoretical framework for organizing an assessment and as a basis for development strategies. Five theoretical models reviewed during the literature reviews were found to be particularly useful. Each has aspects relevant to the findings of this research. Of the four models developed within the leadership field, two came out of the leadership development arena: one from the leadership development and training arena, and one with a public leadership focus. The other two came out of the global leadership arena with an explicit corporate perspective. The final model is from the field of intercultural training and is an intercultural competence development model, but has also been utilized in global leadership development (Hammer, 2009; Lokkesmoe, in press).

CCL Feedback Intensive Development Model

The Center for Creative Leadership (CCL) Feedback-Intensive development program (McCauley & Van Velsor, 2004) consists of three categories of activities: (a) assessment activities, (b) challenge activities, and (c) support activities. Respondents in my study described activities that fit all three categories, although much less attention was paid to assessment activities. They described many challenges they had faced and indicated that meeting those challenges was central to their own growth and development as global leaders. They also described a variety of support mechanisms (e.g. religious groups, professional associations, fellowship staff, and host families) that were present or

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that they wished had been present during their international encounters. In some cases the lack of those support mechanisms was mentioned as a specific challenge with a resulting recommendation. One example of this was a conversation regarding host family programs, ending in the suggestion that all expatriates should participate in host family stays to learn about the local culture. Other respondents noted the lack of support they encountered when returning home. This ranged from a failure to appreciate what the participants had experienced and learned while abroad to significant resistance to the introduction of new or foreign ideas after returning home.

Much less was said about assessment activities. Because there were no questions about assessment activities, there is insufficient evidence to determine cause and effect. Perhaps respondents placed less value on assessment activities, were less familiar with them, or perhaps the topic was just not addressed in this study. It would, however, be a good question to explore in future research (with respect to the design of global leadership programs) in order to determine whether there is sufficient acceptance of assessment activities or if making the case for personal and group assessments might need to be part of the process. Assessments, especially those that are more public in nature, are not valued in all cultures, so it is essential that care would be taken in the adoption of assessment mechanisms to ensure their acceptance and their validity within the specific cultural context.

Bryson & Crosby's Leadership for the Common Good Model

In the Leadership for the Common Good (LCG) model, Bryson & Crosby (1992; see also Crosby& Bryson, 2005; Crosby, 1999) focus on developing leadership for policy

change and take a holistic view of leadership, incorporating multiple dimensions in the range of leadership tasks: *leadership in context*, *personal leadership, team leadership, organizational leadership, visionary leadership, political leadership, ethical leadership*, and *policy entrepreneurship*.   Despite the fact that this model was not developed as a global leadership model and therefore lacks an explicit focus on a global perspective and intercultural competencies, it comes close to capturing the full array of leadership tasks that global nonprofit and public leaders must address. In the second edition, Crosby & Bryson (2005) incorporate more international examples, and Crosby, in *Leadership for global citizenship* (1999), applies the LCG model to an international case, thus addressing global perspectives more directly, although both remain (admittedly) based on U.S. experience. The aspect that is missing in this framework is an explicit attention to the intercultural context and intercultural competencies.

Respondents spoke of leadership tasks in all the categories of the LCG model, but did so within the framework of a global context. They spoke not only of how a global leader needs to be a good team leader, but that s/he needs to be able to lead teams of people with decidedly different cultural perspectives. They spoke of the need to be an ethical leader even when interpretations of what constitutes ethical behavior vary greatly. In fact, most of the challenges mentioned were not about the leadership tasks themselves, but about how to accomplish those tasks in intercultural settings.

Black & Gregersen's Remapping Model

Black and Gregersen (2000) posit that when working in global environments, a

change in perspective is often needed that involves a mental "remapping" that has three

steps: *contrast, confrontation*, and *replacement*. The authors maintain that the stark

differences between how people from different cultures interpret events and communicate

about them require cognitive remapping. One first needs to recognize that a difference

(contrast) exists, to be confronted by the difference, and finally one or both parties must

alter its mental map to accommodate the new information.

Respondents in this study all spoke of the need to have a *broad perspective*, of

developing a new worldview, or of *needing to understand other cultures*, especially with

respect to communication issues. Black & Gregersen's remapping model is a useful way

to characterize the process by which intercultural interactions proceed. One aspect that

seems to be a little vague in this model, however, is just *how* a person manages that

remapping process. It seems that once a person encounters a difference, recognizes that a

different mental framework is being utilized and that it has consequences that matter to

one or both parties, the person just replaces his/her existing mental map with another. I

am not suggesting that Black and Gregersen propose it is quite that simple, but something

is missing to explain how one manages the remapping process.

Rosen's Global Literacies Model

Rosen et al.'s (2000) *global literacies* model defines not only a core of four global

literacies (*personal, social, business,* and *cultural*), but also places them within a context

of four layers of culture (*world culture, national culture, business culture,* and *leadership*

culture). This model provides a full range of contextual factors in each layer (including

economic, technological, and political factors) and emphasizes the role that the various

cultural layers play. Rosen's model comes closest of any of those reviewed for this study

to capturing the full array of leadership tasks and cultural influences faced by global

leaders as described by the study respondents. In addition, the framework of the four

global literacies most accurately matches the four sets of skills that were identified by the

respondents.

However, the global literacies model was developed for the global business

leader, based on research from the business sector. What is missing is the extension of

the model into the public and nonprofit sectors. The challenges that respondents

discussed regarding results, purpose, and plan reflect the differences between business

and public or nonprofit perspectives. To be applicable to other sectors some modification

to the business layer and the focus on purpose and results may need to be adjusted to

reflect a different purpose, bottom line, and means of assessing results.

Hammer's IDI Guided Development

As the name implies, IDI Guided Development (IGD) is a process based on the

Intercultural Development Inventory (IDI), which uses the IDI assessment to determine a

person's existing "mental map" or cultural worldview and then to systematically design a

process by which a person can progress from a monocultural worldview to a multicultural

worldview (Hammer, 2009; Lokkesmoe, 2008).   This continuum more fully describes

the process between *polarization* (where one recognizes the contrast and confrontation of

the Black & Gregersen model) and *adaptation* where one is able to adapt behavior and

attitudes (remap) to another cultural worldview. The Intercultural Development

Continuum (IDC) includes two additional stages in the progression that explain the

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process by which one is able to adopt an alternate worldview. The IDI Guided Development model appears to most fully describe the developmental process that one needs to go through with respect to the intercultural competencies needed in order to be an effective global leader. Because of the prominent role that intercultural competence plays in global leadership and the need to be able to reliably assess such capacities, this model is very useful as a global leadership development tool for both personal and organizational development.

Respondents identified challenges they had faced personally as well as challenges they had faced with others while working globally that represent all of the IDC worldviews (e.g. understanding or lack of understanding for other cultures; identification of similarities and differences; acceptance or repudiation of those differences; communication of meaning with respect to language, cultural values, and beliefs; loneliness and emotional stress; and being able to accept and adapt cognitively and behaviorally to the differences in multiple cultural contexts). The skills the respondents identified as central to global leadership effectiveness are closely related to intercultural competence skills (i.e. flexibility, open mindedness, cognitive complexity, listening, cultural bridging, negotiation and mediation, cultural sensitivity, and gaining a global worldview) and are those IGD is designed to address.

However comprehensive this model may be in assessing and facilitating the intercultural side of global development, it does not address the development of the personal and professional skills or the range of contextual factors that are needed.

Comments from the 14 respondents fit aspects of all five of these models, although none of the models alone seem to fully capture the range of competencies, challenges and recommendations suggested by the respondents. It seems a more complete, integrated model is needed.

An Integrated Model of Global Leadership Development

Based on this research, my own experience in the field, and relevant aspects of the models just mentioned, I have articulated an integrated model of global leadership development. This model consists of four competency domains that global leaders must draw upon, as well as an array of contextual factors that can influence the conceptualizations and enactment of effective global leadership practices (See Figure 6.6).

The four domains of leadership competencies that a global leader needs are *personal, interpersonal, professional,* and *intercultural competencies*. My definitions for each domain vary only slightly from those that emerged from the data in this study. At this stage, I have switched to the term competencies to describe these domains because they are now more clearly defined as groups of skills, traits, and behaviors. The specific set of skills that belong in each category, however, needs further refinement and offer an excellent opportunity for future research.

Personal competencies. This domain includes not only skills that one develops as an individual, but also personal traits or characteristics. Skills include language and communication skills, such as writing, and public speaking. Traits include open mindedness, flexibility, honesty, and integrity.

Interpersonal competencies. This domain includes skills that facilitate a leader's interactions or relationships with others, such as interpersonal communication skills, empathy, emotional intelligence, and networking.

Professional competencies. This domain includes skills and knowledge bases pertaining specifically to the craft of a particular vocation (e.g. medicine, education, finance, engineering, law), and more general skills needed by professionals (e.g. organizational skills, visioning, and empowering others).

Intercultural competencies. This domain is comprised of skills that develop intercultural competence. This includes skills such as understanding other cultures, cultural bridging, cognitive complexity, and coping with ambiguity. As the model illustrates, intercultural competencies also interact with and influence the other competencies. A global leader must constantly be seeking a global perspective by revisiting his/her personal, interpersonal, and professional skills through the lens of intercultural understanding. We see ourselves, our interactions with others, and our professional roles and responsibilities differently through a multicultural lens than through our own cultural understandings. It is clear from the research that intercultural competence consists of a set of core competencies that are important in their own right and that influence the other competencies. For this reason, I have included intercultural skills as a separate set of skills in the center of the model, rather than subsumed in one or distributed among the other sets of skills. I have also illustrated how the four skill sets influence one another. From this research, I have identified intercultural skills as a

central influencing factor but recognize that the specific relationship among these four

competencies requires further research.

Figure 6.6: Integrated Global Leadership Development Model

Culture

Ethical
Factors

Economic
Factors

Institutional
Factors

Technological
Factors

Personal
Skills

Intercultural
Skills

Professional
Skills

Interpersonal
Skills

Personal
Factors

Political
Factors

Organizational
Factors

Global Leadership Context
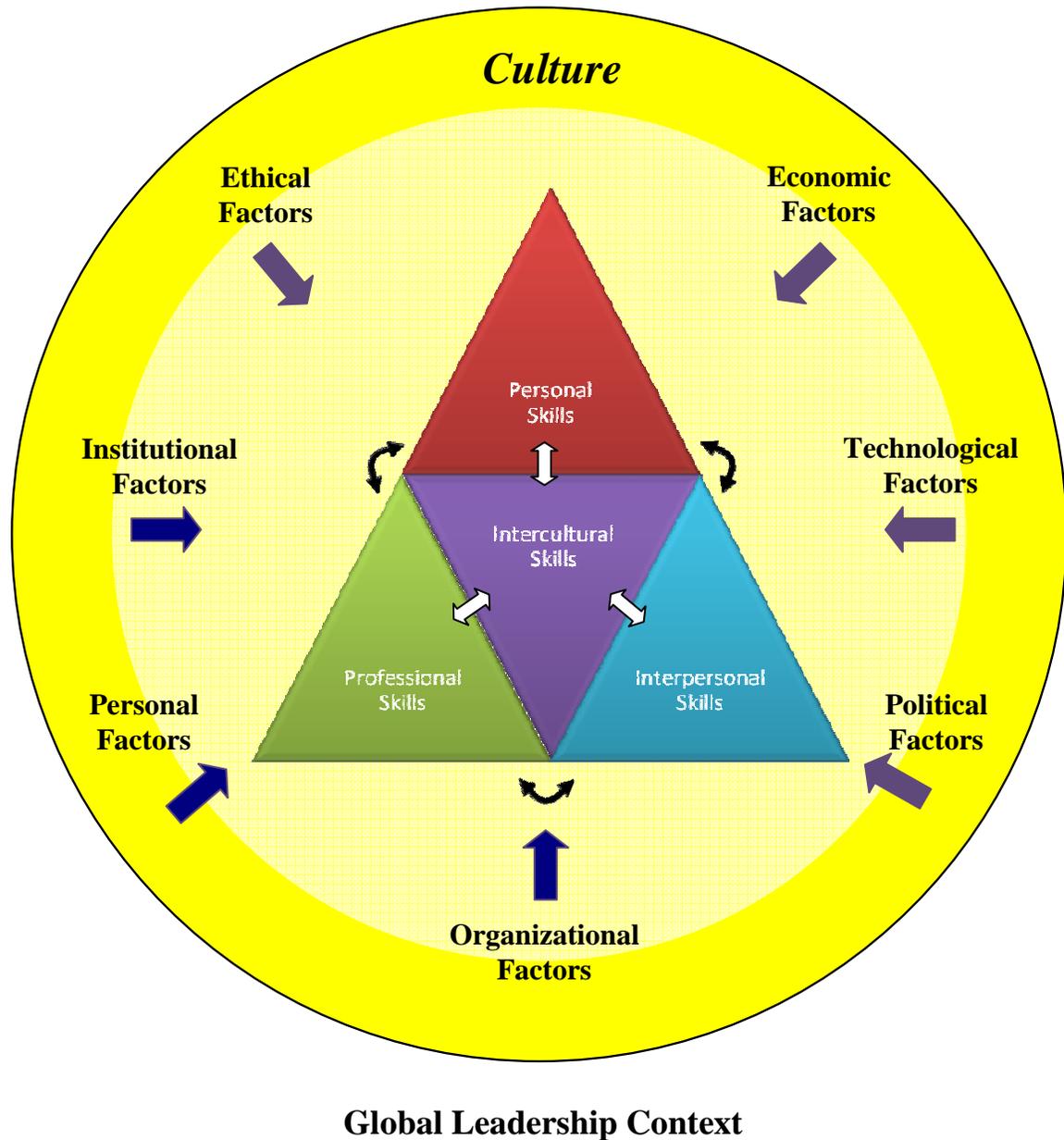
Surrounding the central figure is an array of contextual factors that make up the global leadership context. The global leadership context influences where, how, and why we lead or follow as we do. Finally, the outer ring represents culture which encompasses the entire model. All the other factors are part of and are influenced by culture. How we perceive ourselves, our role in the world, the role of others, and even history and geography are culturally contingent. Global leaders must always seek to develop an intercultural perspective, a *global mindset*, and to integrate the perspectives of others into their own understandings.

Past models have included contextual factors, but typically in reference to either the organizational or cultural context (what Triandis (1972) refers to as *subjective culture)*, while public and nonprofit leadership models have included the political, economic, and personal factors (*objective culture)*, but not within a global context. This new integrated global leadership model is a synthesis of previous global leadership frameworks.

As with any new theoretic framework or grounded theory model, more work needs to be done to define the skill sets in each competency domain, and to refine the contextual factors and how they relate to or influence global leadership, but the basis for a new integrated model is defined.

Contribution to the Field of Global Leadership Development

This research has added to the base of knowledge in the global leadership literature from the perspective of people from developing countries (Brazil, India, and Nigeria), in three significant ways: First, through my research I have further substantiated

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that aspects of the prevailing models of global leadership and global leadership development strategies are shared by people from developing countries working in public and nonprofit sectors as well as the corporate sector. Second, I have demonstrated that there are divergent views on global leadership and global leadership development that offer useful insights into the ways in which global leadership development strategies might be modified to more effectively meet the needs of people from developing countries. And finally, I have developed an integrated model of global leadership development that includes the perspectives of people from developing countries, especially of those working as public and nonprofit leaders.

Confirmation of Existing Frameworks in Developing Country Contexts

In addition to the fit with the five theoretical models listed above, there were a number of areas of agreement with existing frameworks and theories.

Global leadership development strategies should be:

1. Developmental – it takes time and one learns through a process of study, practice and reflection.

2. Experiential – it is not something that one can learn only from study, but one must have first-hand, face-to-face experience with people from other cultures.

3. Interdisciplinary and multi-faceted – one must embrace both formal and informal ways of learning. Frequently, informal learning strategies are a more effective means of acquiring the "soft skills" needed. Additionally, learning from a wide range of fields (e.g. leadership, human behavior,

psychology, history, geography, art and literature, etc.) fosters a broad perspective.

4. Inclusive – opportunities should be made available at all levels, in all sectors, for members from all factions of society. There is a growing understanding that global leadership skills are needed by leaders throughout the world in all sectors of society and that efforts to reach these sectors should be incorporated into leadership development programs.

There are two additional underlying themes and assumptions regarding global leadership development. First, having strong professional skills within your field of expertise is a necessary starting point, and second, intercultural competency skills are essential to being effective as a global leader.

Identification of Divergent Frameworks of Global Leadership

Findings from this study offer new insights about global leadership and global leadership development. The areas of divergence include:

1. Distinguishing sectoral differences that demonstrate clear distinctions between global leaders in education, nonprofit, or government environments as opposed to corporate environments.

2. Expanding the realm of global leadership, including an understanding of the full range of factors that contribute to the leadership context, the tasks global leaders are called upon to perform, and the arenas in which they take place.

3. Redefining the Global-Local Interface by taking a new look at the comparative skill sets and contextual frameworks in which global and local leaders work.

Distinguishing Sectoral Differences

The differences reported between the sectors relate primarily to the type of work being done and the environments in which they take place. Just as in the U.S., respondents in the INGO sector advocate for leadership frameworks that more accurately reflect the political and economic environments in which they work, the differences in the constituencies with whom they work, and the resources available to carry out their work. In that respect, this may not be so much a cultural difference in leadership conceptualizations as a conceptual difference and one that we need to be reminded of when working in non-corporate, global arenas.

In addition to personal, cultural, and organizational factors, public and nonprofit leaders were acutely aware of the implications of political, economic, and technological factors in shaping the global leadership context. Emphasis on relationships, collaborative methods, and the depth of personal engagement required to bridge differences was also more prominent among these two groups. Respondents from the private sector were no less aware of intercultural challenges, but they tended to place a higher value on individual efficacy and corporate success.

Expand the Realm of Global Leadership

Study respondents identified contextual factors that so far have not been included in the global leadership development discourse. They discussed challenges such as

economic and political barriers, internal diversity and resistance to change. They recommended strategies to support democratic processes, eliminate poverty, create more equitable access to development opportunities for all classes of society, and to enact educational policy reform. They even suggested a desire to shift the focus to a more positive outlook and celebrate community role models. Such suggestions are not unique to these countries or communities, but they are unusual within the context of global leadership development. It demonstrates the need to be more inclusive of a range of contextual factors as we consider development strategies.

Of particular interest was the focus on internal diversity and resistance to change. Respondents from all three countries spoke about internal diversity within their countries, and about how that diversity is a significant barrier to effective leadership. They related how efforts to bridge ethnic, racial, and religious divides continue to be difficult. Other countries, including the U.S., also face considerable challenges regarding diversity in their populations, but there was a subtle distinction in the way they talked about the diversity and the special challenges it presents in their societies. In the U.S., despite being a nation of immigrants, the diversity conversation typically has an insider/outsider aspect to it and has historically been about assimilating the outsider. The *outsider*[1] can be either those who are not part of what has historically been the dominant culture group (such as racial and ethnic populations - regardless of their status as citizens, first citizens,

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[1] I wish to make clear that I am not advocating that Native American, African American, Asian American, Hispanic American, or any other group of U.S. citizens are, or should be considered, outsiders. I am merely pointing out that historically an insider/outsider perspective has been prevalent with respect to diversity in the U.S.

or legal residents), or a literal newcomer. To some extent, this may also be true in Brazil, being part of the new world, but in Nigeria and India, the diversity is among insiders, each faction making insider claims on the society. They seemed to be indicating a greater resistance on the part of the native citizen of Nigeria or India to assimilate to a dominant culture group (or the one currently in power) than there is on the part of an immigrant to the U.S., where the newcomer assumes that s/he must learn the language, customs, and norms of the new society.

Comments about *resistance to change* were at times in reference to familiar concepts of organizational dynamics and change, but in other instances had a more global focus. On the one hand was resistance to outside or foreign ideas. On the other hand, some respondents spoke of resistance in ways that are uniquely tied to internal diversity and they referred to resistance on the part of one ethnic or tribal group to concede to or accept change from another. One Nigerian respondent stated that, "*we are all pulling in opposite directions, there is no teamwork here.*" In essence, each faction claims insider status and by collaborating feels as though they are betraying their own group, thus perpetuating an environment where family, tribal, and ethnic affiliations take precedence over merit and accountability. In these cases, it was not so much resistance to change as it was resistance to the dominance of the "other". What becomes clear is that there is even diversity in how diversity is perceived and the influence it has on our societies and leadership.

It is interesting to note that these distinctions in the political context are prevalent in the coding categories for challenges, recommendations, and the differences between

global and local leadership, but not readily recognizable in the list of skills identified. This may be a contributing factor to why these concepts are not present in other global leadership models since much of that work focuses on competencies in corporate environments where less focus is placed on the broader social and political environment.

Redefine the Global-Local Interface

As was reported earlier, two respondents feel that global leadership is easier than local leadership due to high levels of internal diversity and unstable or less well-established political environments in their local contexts. There are a few additional respondents who indicated that, although they see global leadership as more complex and more challenging, there are certain aspects of working globally that are seen as being preferable to a local context (such as accountability, reward systems, clearly defined goals and organizational structures). While most would probably agree that these are desirable attributes of a successful organization, many take them for granted and do not consider that they may not be normative structures in all societies, or that special attention needs to be paid to how to lead in circumstances where they are not present.

This view of global leadership as being less complex and easier than local leadership is a minority opinion and not shared by the other 12 respondents in this study. Nonetheless, it is an important concept to consider for two reasons. First, if it is true under certain circumstances, we must consider carefully how we train people to be leaders in those environments, and second, we should also consider what potential advantages or disadvantages may exist for people coming from highly complex

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environments who assume roles as global leaders. This is a very intriguing subject for future research.

An Integrated Model of Global Leadership Development

The new integrated model of global leadership (Figure 6.6) presents a contribution to the field of global leadership in that it incorporates aspects of existing models into a more holistic and integrated model and has implications for leadership arenas beyond the private sector. This new model integrates across cultural perspectives, across disciplinary perspectives, and across sector perspectives.

Applicability and Quality of the Study

In addition to the efforts taken as outlined in Chapter Three, to ensure the credibility, transferability, dependability, and confirmability of this research as outlined by Cresswell (1998), Glaser (1978, 1992) offers another way to address the issues of quality and applicability of grounded theory research. He has developed an alternate set of criteria: *fit, work, relevance*, and *modifiability*. Although the real test of these criteria will be evaluated by the usefulness of the research over time, it is possible to make some preliminary assessments at this time.

Fit refers to how closely concepts fit with the incidents they are representing. The categories must explain the data they subsume (Charmaz, 2003, p. 251), and careful management of the constant comparative method is a good means of ensuring that the analysis fits the data. Initial codes were generated directly from the data, and subsequent coding was monitored closely for fit through multiple checks on interpretations of the coding to ensure that codes were attached to specific phases in the text and that they

accurately represented the sentiment of the respondent. An additional check was

conducted with an outside coder to further verify the fit of the codes to the data. This

check indicated that the coding categories fit the data well.

Relevance refers to the extent to which a study is relevant to the lives and

concerns of participants. Do they see themselves and their situation in it? The core data

for this research was generated by the respondents themselves and describes their own

experiences. In addition, all respondents had the opportunity to review the transcript of

their interview and the country summary analyses for their country and were invited to

make any changes or additions they desired. Some clarifications and suggestions

regarding how to present the data were offered, but no objections were voiced. The

relevance to others is another area for future research.

Workability refers to the extent to which a theory works. It works when it

provides a useful explanation of the issue or problem being studied. Whether or not the

explanations that have been presented will prove to be useful to others remains to be

seen. In terms of explaining ways in which global leadership development might be

modified to address issues of transferability and applicability to people from developing

countries, this research has addressed two significant gaps in the literature and offers

possible means to address those gaps through an integrated global leadership

development model.

Modifiability refers to the need for grounded theory to be flexible, allowing the

process to be altered as new data is examined and compared with existing data.

(Charmaz, 2003, p. 252).   In fact, the flexibility of the process is considered one of the

strengths of the method (Charmaz, 2003). Strauss & Corbin (1990) say, "while we set these procedures and techniques before you, we do not wish to imply rigid adherence to them" (p. 59). The interview protocol and the number of interviews were constrained to some extent to conform to the rigors of the doctoral research committee and IRB review and funding limitations. As indicated in Chapter Three, some modifications were made to follow through with respondents on an especially interesting story line or theme and the follow-up questions changed slightly during each interview. In one case I cross-checked the opinion of one respondent from India regarding the comparative ease of global leadership with another in a later interview. The focus of the analysis also shifted slightly to include a closer examination of differences between global and local leadership and challenges based on the themes that emerged from the data.

Recommendations for Future Research

The past decade has seen a dramatic increase in the research and publications on global leadership, and much has been learned, but some intriguing questions have been raised that warrant further investigation.

1. How do people in developing countries view global leadership? What distinctions do they see between local and global leadership and what is the relative complexity of each?

2. How can people who design and lead development programs gain clarity on skills versus competencies, whether and when those distinctions are important and how they might be categorized?

3. What potential advantages may exist for people whose native cultural

attributes coincide with universally endorsed effective leadership attributes?

4. How can best practices in global leadership development be adapted to best meet the needs of those working outside business contexts?

5. What is the applicability and relevance of existing assessment tools, or how can new tools be developed that are cultural relevant for different environments?

6. Does the new integrated global leadership development model provide a useful and relevant way to look at global leadership development across sectors and across cultures? Does it provide the flexibility and structure to be relevant and useful to others?

Implications for Global Leadership Development in Developing Countries

In reviewing the challenges presented during this study and considering what implications the findings have for future global leadership development, a colleague summed it up well when she said, "So, you mean we have to start thinking of global leadership from a more *global* perspective?" Exactly! The intent of this study is to incorporate a bit more *global* into global leadership.

Synthesizing the research findings and analyzing them from an understanding of the existing models of global leadership development has led to a set of recommendations about global leadership development that is inclusive of a developing country perspective, a multidisciplinary perspective, and a public and nonprofit perspective. In saying this, I do not suggest there are no scholars or other researchers who have conducted research in developing countries or for the public and nonprofit sector.

Indeed, many studies have included many more research subjects and more countries than this one. It is the integration of global leadership development strategies from developing countries *and* multiple sectors that offers a new perspective.

My recommendations are based on the findings presented here as well as on research from the field and past experience. Respondents highlighted global leadership development strategies focusing on (a) gaining global experience, (b) acquiring global knowledge, and (c) addressing contextual factors through policy advocacy. They recommended formal and informal means to approach all three categories, at individual and organizational levels.   Before presenting my recommendations, I want to refer back to the integrated global leadership model (Figure 6.6) and remind the reader of four things: First, a full set of competencies is required including personal, interpersonal, intercultural, and professional competence in one's field. Second, culture impacts all of the other elements. Third, contextual factors beyond organizational and cultural factors need to be considered.   Finally, these factors interact with each other, and global leadership is most effective when all factors are integrated successfully.

Recommendations and Strategies

My recommendations for global leadership development, similar to those articulated by the study respondents, also consist of three elements. I have identified three domains of development to which global leaders must attend: *Knowledge Development*, *Skills Development,* and *Context Development.*

Knowledge development includes both knowledge about academic fields of study (from a multidisciplinary perspective) *and* global knowledge. This knowledge can be

gained through both formal and informal means, but the primary focus is on what to know.

Skills development includes the four sets of skills that a global leader needs to develop (personal, interpersonal, intercultural, and professional). This can also be achieved through formal and informal means, but an emphasis is placed on informal, experiential learning. The focus here is on developing skill in how to use what you know.

Context development refers to the development of an understanding of all the contextual factors that influence leadership in any given situation, including political, economic, and technological factors. This is the arena where the focus shifts to a meta-level where all the factors: knowledge, skills and context come together into one integrated whole.

While I agree that this process involves cognitive complexity and that a global mindset is an important aspect, I believe that a truly integrated model has to be more comprehensive than past models. To develop this idea further, I have developed a set of strategies that could be used to begin the process of an integrated global leadership development program. Those strategies are listed below.

Strategy #1: D*evelop a broad perspective.* A broad perspective, or a global mindset, is essential, and to achieve that, you must seek knowledge from many sources. You never know from where or from whom the next insight or wisdom may come. Assume that something can be learned from anyone, anywhere. Seek knowledge everywhere, and from multiple perspectives. Include interdisciplinary studies as part of

formal training and be open to informal opportunities whenever they arise. Read and

study broadly.

Therefore: We must help people to understand the value of these ways of

learning through teaching and rewarding interdisciplinary and integrated sources of

knowledge. Specific strategies could include:

a) problem formulation and solution generation practices that include
perspectives from multiple disciplines, countries, genders, etc.

b) case studies where participants from different sectors and countries share
ideas and strategies (or simulations where participants take on the
perspective of others).

c) incorporating interdisciplinary perspectives in degree and nondegree study
programs and internationalizing our schools and universities.

Strategy # 2: Personal experience is essential. What respondents said, over and

over again, is that one has to *do* global leadership to learn global leadership.   This was

especially true with respect to gaining intercultural competence. The recommendation is

to get involved and to seek out opportunities to engage with people who are different

from yourself, starting as young as possible and continuing throughout life. It helps to

start with a genuine interest or desire, which needs to be cultivated in order to grow.

Therefore: If we are to foster an interest and desire in people to become global

leaders and equip them to be effective global leaders, we need to do a better job at

creating that interest and providing experiential learning opportunities by:

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a) Exposing citizens, especially children, to other cultures – whether domestically or through the internationalization of educational system. Start early. This is consistent with findings from Kets de Vries & Florent-Treacy (2002) and McCall & Hollenbeck (2002) regarding the impact of international experiences in childhood.

b) Helping all members of society, children and adults, learn how to bridge the cultural divides that exist in their own cultures as training for managing international differences.

c) Provide opportunities to travel, live, work, or study abroad, work on global teams, participate in international clubs or professional organizations, or attend international schools or churches.

d) Providing ongoing professional development opportunities to mid-career workers and policy makers that foster a global perspective, such as the Humphrey Fellowship program, or other Fellowship or work exchange programs, or invited guest lecturers who can share international perspectives – whether internationals or members of the Diaspora.

e) Utilizing experiential training strategies such as those summarized by Bass (1990): intercultural trainings, including case studies, critical incidents, simulations, and role-plays.

Strategy # 3: Both formal and informal strategies are needed. Don't forget the extracurricular activities. Much of the learning about how to relate to people from other cultures comes from informal encounters where we learn about values and belief systems

that are important to others. Formal education and expertise in your field is important

and teaches you what you need to do (e.g. medicine, accounting, engineering), but it does

not teach you how to do it in global contexts.

Therefore: Assume that a high level of professional competence is required, and

focus on the informal ways of learning, ways to develop the soft skills, those skills you

can't learn in a book. Facilitate informal ways of learning such as:

> a)   art and literature, media, and host families
>
> b) connecting with people with different perspectives, share ideas,
>
>   discuss values and beliefs
>
> c) travel or interactions with international people in your home country

Strategy #4: Focus on the positive and on the future. Rather than dwelling on

past limitations and restrictive influences, focus on where you want to go, what you want

to create. People are more encouraged to follow if they see you are moving toward

something better rather than just moving away from something negative.

Therefore: Leaders need to set an example and acknowledge and reward good

global leadership behavior in others. Give others a reason to strive to do better, to think

of the common good, rather than their own good. Establish mechanisms through the

media and in organizations and social networks to acknowledge and reward positive

behaviors. Share stories of success and community mindedness so that people, especially

children, have role models to emulate.

Strategy # 5: Reflective practice is essential. One must know oneself and be

willing to continually learn about oneself, both as a cultural being and as a leader in order

to be able to work effectively with others. You must first understand your own cultural

idiosyncrasies before you can understand others from a neutral position. It is not enough

to be exposed to experiences; one must incorporate the lessons of those experiences

through intentional, focused study.

Therefore: We must include assessment and reflective practices in our leadership

development programs, and they must be culturally sensitive and adapted to the context.

Allow people opportunities for self and group evaluation and reflection.

Strategy # 6: The macro environment matters. There are important factors from a

broader range of contextual factors that impact effective leadership. Policy reform and

political, societal policy strategies need to be part of the mix. Effective action is

especially difficult when the context is unstable or in a great deal of flux.

Therefore: We need to include specialized training to assist global leaders to deal

with the vicissitudes of rapid, unpredictable change, including aspects of political change

that have been part of the public or political leadership discourse, but not yet part of the

global leadership discourse. Perhaps an understanding of chaos theory and the work of

Margaret Wheatley (2006) and others on the relationship of chaos and leadership would

be instructive, or perhaps a melding of public leadership and a global mindset. Here we

need to listen to the local constituency and focus on development strategies that facilitate

them in finding strategies that meet their needs.

Strategy #7: Pay attention to diversity and be inclusive. Make room for others,

honor diversity. This must go beyond honoring the diversity of those who have a place at

the table. We must make sure that leadership and development opportunities are available to all, really available, where they can see themselves in those positions.

Therefore: We must look at institutional, organizational, and societal policies that maintain the status quo. Seek ways to be inclusive of all levels of diversity, locally and globally, including all genders, religions, nationalities, ethnic groups, etc. And remember that just by allowing "them" to play our game does not mean that we are being inclusive. We must constantly seek to redesign the game striving for adaptation and integration instead of assimilation.

Strategy #8: Be flexible and adaptable.   Foster attitudes and environments that are open to and embrace ambiguity. Being adaptable, open, and flexible leaves room for creativity, and reduces the stress of diversity.

Therefore: Be willing to bend and flex as the winds of leadership blow. Being rigid may mean that you will break when there is a great deal of flux.   This applies to both leaders and followers.

Strategy # 9: Balance Unity and Diversity. Balancing the multiple demands of global work requires a great deal of cognitive complexity. Too great a focus on unity can stifle creativity and inclusiveness. Too great a focus on diversity can lead to confusion and an inability to focus (Hammer, 2007). Rosen states that balancing the two levels of analysis (universals and uniqueness) is a core competency of the globally literate leader (Rosen, 2000, p. 34).

Therefore: We must remember to leave a door open for a new perspective at all stages. When focusing on similarities to overcome conflict and stress, don't do so to the

exclusion of the diversity that exists. Alternately, don't stress diversity without allowing options for finding common ground and shared values that allow mutual respect and collaboration.

Strategy # 10: Provide support along the way. Facilitating learning and a willingness to face increasing challenges is easier and more effective when there are support mechanisms along the way. A few can learn to swim by jumping into the deep end of the pool, but many more will drown.

Therefore: We should look for ways to provide support through mentoring, ongoing feedback, professional support systems, family and affinity groups, communication networks, and ongoing, developmental training.

Conclusion

As a grounded theory study, the intention of this research was twofold: first to examine past and current understandings of global leadership and global leadership development, and second to develop new theoretical understandings of the nature of global leadership and global leadership development that are inclusive of perspectives from developing countries and public and nonprofit sectors.

The first part of the research consisted of a comparative analysis of past and current literature on the rise of the field of global leadership and global leadership development. This analysis also included the integration of understandings gained through several years of working with over 100 international students and scholars who were themselves on a global leadership development path. The second part of the research involved exploring concepts of global leadership and global leadership

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development strategies from the perspectives of people from three developing countries with the express purpose of identifying new, emerging theoretical understandings and models of global leadership and of development strategies specific to their global contexts.

In both respects, this has been a successful enterprise. The literature review revealed a burgeoning interest in and need for effective global leadership. Although a great deal has been written on global leadership, especially since 2000, a significant gap was identified with respect to theory and practice inclusive of public and private enterprise and of developing country contexts. This research with participants from Brazil, India, and Nigeria provides insights into how global leadership is conceptualized, and strategies for developing global skills that have stretched existing formulations and led to the development of a new integrated model of global leadership development. This new model integrates across sectors (public, private, nonprofit, and education), across disciplines, and across country (or cultural) perspectives.

In addition to providing a new model to test in this broader range of global leadership environments a number of related topics for further research were identified. New insights were gained, but much remains to be done. The work ahead is exciting, constantly changing, and challenging. I look forward to sharing that journey with colleagues, both new and existing, over the coming years.

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APPENDIX A: GLOBE STUDY TABLES

Appendix A1: GLOBE Society Cluster Samples

Anglo
Australia
Canada
England
Ireland
New Zealand
South Africa
   (White Sample)
United States

Latin Europe
France
Israel
Italy
Portugal
Spain
Switzerland
   (French speaking)

Nordic Europe
Denmark
Finland
Sweden

Germanic Europe
Austria
Germany
   (Former East)
Germany
   (Former West)
Netherlands
Switzerland

Eastern Europe
Albania
Georgia
Greece
Hungary
Kazakhstan
Poland
Slovenia

Latin America
Argentina
Bolivia
Brazil
Columbia
Costa Rica
Ecuador
El Salvador
Guatemala
Mexico
Venezuela

Sub-Saharan Africa
Namibia
Nigeria
South Africa
   (Black sample)
Zambia
Zimbabwe

Middle East
Egypt
Kuwait
Morocco
Qatar
Turkey

Southern Asia
India
Indonesia
Iran
Malaysia
Philippines
Thailand

Confucian Asia
China
Hong Kong
Japan
Singapore
South Korea
Taiwan

*Excerpted from GLOBE study report (House et al., 2004, p. 191).

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Appendix A2: GLOBE Leadership Prototypes Scales

Administratively
Competent
Orderly
Administratively Skilled
Organized
Good Administrator

Autocratic
Autocratic
Dictatorial
Bossy
Elitist

Autonomous
Individualistic
Independent
Autonomous
Unique

Charismatic I: Visionary
Foresight
Prepared
Anticipatory
Plans Ahead

Charismatic II:
Inspirational

Enthusiastic
Positive
Morale Booster
Motive Arouser

Charismatic III: Self-
Sacrificial
Risk Taker
Self-Sacrificial
Convincing

Conflict Inducer
Normative
Secretive
Intragroup Competitor

Decisive
Willful
Decisive
Logical
Intuitive

Diplomatic
Diplomatic
Worldly
Win-Win Problem
   Solver
Effective Bargainer

Face Saver
Interact
Avoids Negatives
Evasive

Humane orientation
Generous
Compassionate

Integrity
Honest
Sincere
Just
Trustworthy

Malevolent
Hostile
Dishonest
Vindictive
Irritable

Modesty
Modest
Self-Effacing
Patient

Nonparticipative
Nondelegator
Micromanager
Nonegalitarian
Individually Oriented

Performance Oriented
Improvement oriented
Excellence oriented
Performance oriented

Procedural
Ritualistic
Formal
Habitual
Procedural

Self-Centered
Self-Centered
Nonparticipative
Loner
Asocial

Status Consciousness
Status-Conscious
Class-Conscious

Team I: Collaborative
Team Orientation
Group oriented
Collaborative
Loyal
Consultative

Team II: Team Integrator
Communicative
Team builder
Informed
Integrator

*Excerpted from GLOBE study report, House et al., 2004, p. 131

APPENDIX B: COMMUNICATIONS WITH RESEARCH PARTICIPANTS AND

DATA COLLECTION & MANAGEMENT

Appendix B1: Description of the Study

Global leadership development: A grounded theory perspective from three developing countries

OUTLINE OF THE STUDY
This study seeks to gain insight from the perspective of people from developing countries about what skills are seen as essential to be an effective global leader and further, to learn how best to develop those skills in ways that are culturally relevant. A grounded theory approach will be used to stress the importance of learning from the participants' perspective, rather than seeking to verify an existing model that was developed through primarily corporate experience in developed countries. (Note: the terms developed and developing are used here not without understand that they are controversial, but rather for lack of alternate terms that are broadly understood).

Participants will come from three countries – Brazil, India, and Nigeria. These countries were chosen because they were all included in the GLOBE (House et al., 2004) study of effective leadership behaviors, which has helped to inform this study, because they are geographically and culturally diverse, and because there is a significant pool of potential candidates from the Humphrey Fellowship program in each country.

 The study will consist of the following elements:
- an initial survey to gather basic, consistent date for all study participants regarding their experience in international settings
- telephone interviews with a few participants from each of the three countries to discuss in detail ideas and potential themes that emerge from the survey data
- follow-up communications with participants to verify the accuracy of their responses as well as to test the emerging theories for potential fit
- verification of any individual statements prior to sharing or publication (which will be done anonymously)

The first phase of the study will consist of collecting historical data regarding international work and life experience from as many former Fellows as possible in each of the three countries (Brazil, India, Nigeria). This data will be summarized (keeping the identity of any individual respondent confidential) and made available to all participants to review. The next phase will consist of interviews to be conducted with 6-8 persons from each country. Interview candidates will be asked to review the summary of their own interview for accuracy, as well as a summary of all the combined data from their country (keeping the identity of any individual respondent confidential). At each point, they will be asked to verify the information for accuracy and interpretation. The final phase of the study will consist of a final analysis of the data from each country (taking into account the comments of the participants from the country) as well as a cross-

country comparison. The researcher will conduct these two final phases. Any quotes to be included in a final report will be verified with the individual prior to inclusion and will be reported using a false name to guarantee confidentiality.

PARTICIPANT ACTIVITIES
There are two levels of participation in the study. All activities are voluntary and decisions to participate will not affect the individual's relationship with the researcher, the Humphrey Fellowship Program, your former host campus, or IIE in any way. There are no consequences to anyone who declines to participate. The first level of participation would be to complete the on-line survey and verify (on a voluntary basis) the summary of the data collected from this phase.
The second would be for those who will be selected as interview candidates. Six to eight persons in each country will be selected for personal interviews. Personal interviews will be conducted by telephone at the expense of the researcher. These interviews will be transcribed and summarized by the researcher. The interview participant will be sent the summary file of his/her interview to verify for accuracy of transcription and interpretation. Following this, a summary of all the interviews for the country will be summarized and made available to participants to review. Comments about the country summary will be incorporated into the final report.

CONFIDENTIALITY OF PARTICIPANTS
All responses will be held in the strictest confidence. No individual respondent will be identified and all data will be reported in summary format, or in the case of direct quotes with a false name. All data will be stored in a secured location and only the researcher will have access to the identity of the research participants. All working files will bear only participant numbers, rather than the names of participants.

Any questions regarding the study or requests for further information can be directed to the researcher at kjl@umn.edu or at 952-474-6908. Additionally, questions could be directed Dr. Michael Paige at r-paig@umn.edu or at 612-626-7456, or to Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

Subject: Your experience needed - Request for participation in Global Leadership Study: Perspectives from Developing Counties.

Dear Humphrey Fellows & Colleagues,
You have been contacted for this project because you have experience in working with international teams either through your own work, or as a former Humphrey Fellow. As a former campus coordinator in Minnesota for the International Fellowship Program, and my work there with over 100 international scholars, students, and professionals, I became interested in learning more about the perspectives of international leaders regarding what skills they consider essential to be an effective global leader and strategies for developing those skills in culturally relevant ways.

I am conducting research about effective leadership practices in international / intercultural settings (referred to here as global leadership settings) and am seeking people with international experience from developing countries who would be willing to participate in the research study.

Your insights are important. There is very little research and literature available about what constitutes effective global leadership development strategies from the perspective of those from and working in developing countries. This study seeks to remedy that and it is therefore essential to connect with people working in international settings from developing countries. Please read the following information describing the study. If you are willing to participate, you may access the electronic survey at the attached survey link: _____

Basic data is being gathered by survey prior to the interview so that valuable time on the interview can be spent discussing your ideas and suggestions rather than gathering facts. All information will be held in the strictest confidence. No participant will be identified individually. (See details of confidentiality below)

If you have difficulty accessing the electronic survey, please contact me directly at kjl@umn.edu and an alternate version can be emailed to you.

Also attached are:
- An outline of the study and all the component parts – its purpose, scope, and proposed use
- An outline of what participants who wish to participate will be asked to do
- An outline of the confidentiality of all participants

OUTLINE OF THE STUDY
This study seeks to gain insight from the perspective of people from developing countries about what skills are seen as essential to be an effective global leader, and further to learn how best to develop those skills in ways that are culturally relevant within your country context. The study will consist of an initial survey, interviews with a few participants from each of three countries,

and follow-up communications with participants to verify the accuracy of their responses prior to sharing or publication of the results.

The first phase of the study will consist of collecting historical data regarding international work and life experience from as many former Fellows as possible in each of the three countries (Brazil, India, Nigeria). This data will be summarized (keeping the identity of any individual respondent confidential) and made available to all participants to review. The next phase will consist of interviews to be conducted with 6-8 persons from each country. Interview candidates will be asked to review the summary of their own interview for accuracy, as well as a summary of all the combined data from their country (keeping the identity of any individual respondent confidential). At each point, they will be asked to verify the information for accuracy and interpretation. The final phase of the study will consist of a final analysis of the data from each country (taking into account the comments of the participants from the country) as well as a cross-country comparison. These two final phases will be conducted by the researcher. Any quotes to be included in a final report will be verified with the individual prior to inclusion.

PARTICIPANT ACTIVITIES
There are two levels of participation in the study. All activities are voluntary and decisions to participate will not affect the individual's relationship with the researcher, the Humphrey Fellowship Program, your former host campus, or IIE in any way. There are no consequences to anyone who declines to participate. The first level of participation would be to complete the on-line survey and verify (on a voluntary basis) the summary of the data collected from this phase. The second would be for those who will be selected as interview candidates. Six to eight persons in each country will be selected for personal interviews. Personal interviews will be conducted by telephone at the expense of the researcher. These interviews will be transcribed and summarized by the researcher. The interview participant will be sent the summary file of his/her interview to verify for accuracy of transcription and interpretation. Following this, a summary of all the interviews for the country will be summarized and made available to participants to review. Comments about the country summary will be incorporated into the final report.

CONFIDENTIALITY OF PARTICIPANTS
All responses will be held in the strictest confidence. No individual respondent will be identified and all data will be reported in summary format, or in the case of direct quotes with a false name. All data will be stored in a secured location and only the researcher will have access to the identity of the research participants.

If you have any questions, or wish any further information, or have trouble accessing the electronic survey, please contact me at kjl@umn.edu or at 952-474-6908.

Thank you for your time and consideration. Your insights on this important subject are critical to developing a better understanding of how to approach the development of future global leaders in culturally sensitive ways. I look forward to hearing from you.

Best regards,
Karen J. Lokkesmoe
University of Minnesota
Ph.D. Candidate
kjl@umn.edu
952-474-6908

Appendix B3: Consent Form for Electronic Survey

International effectiveness study: perspectives from Brazil, India, Nigeria
[Attached to the initial email solicitation and to the electronic survey.]

You are invited to be in a research study of effective global leadership development strategies. You were selected as a possible participant because you were a Humphrey Fellow. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Karen J. Lokkesmoe, University of Minnesota, Department of Education and Human Development.

Background Information
The purpose of this study is: To identify effective strategies to develop global leadership skills for people working in public and nonprofit environments in developing countries.

Procedures:
If you agree to be in this study, we would ask you to do the following things:
Complete the electronic survey form, which can be accessed at [__web address of survey monkey__]. A group of 6-8 persons from each country will be asked to participate in a 1-hour telephone (or in-person) interview that will be audio taped (or video taped in the case of in-person interviews), review the summary of that interview in written format to verify the primary conclusions made by the researcher or make changes as appropriate. You will also be asked to participate in either a short follow-up interview or email exchange to review summary conclusions for all participants from your county group. These activities will be carried out between November 2007 and August 2008. All data, except your own interview summary will be presented anonymously. Each participant will be assigned a number or study name so that they can be distinguished from one another in the discussion, but not identified as individuals.

Risks and Benefits of being in the Study
The study has no known risks: An investment of your time to participate in the survey, and if selected, to participate in the interview and verify individual and group summaries of data. (1 hour for the interview and potentially 1-5 email exchanges to clarify details).

Benefits of participation: Participants will not receive any form of payment or service in compensation for participation. The only known benefit is that which may be derived by contributing to a body of knowledge that informs development strategies for future global leaders from your country.

Confidentiality:
The identities of all study participants will be kept in the strictest confidence. Any report that will be published will not include information making it possible to identify an individual subject. Research records will be stored in a locked, private location and only the researcher will have access to the records. All tape recordings and video recordings will similarly be kept in a secured location to which only the researcher has access. These recordings will be kept only for educational purposes and used only with the express written consent of participants prior to such use. A participant number, rather than a name will identify all data gathered and used throughout the analysis.

Voluntary Nature of the Study:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or with the Humphrey Fellowship Program. If you decide to participate, you are free to not answer any question or withdraw at any time with out affecting those relationships.

Contacts and Questions:
The researcher conducting this study is: Karen J. Lokkesmoe. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me at the University of Minnesota, 952-474-6908, kjl@umn.edu. You may also contact Professor Michael Paige, my academic and Ph.D. advisor at 612-626-7456 or r-paig@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:
I have read the above information. I have asked questions and have received answers. I consent to participate in the study. By entering your name and email address in the space provided at the beginning of the electronic survey you will be acknowledging that you are voluntarily agreeing to participate in this study.

Appendix B4: Text of Survey for Electronic Survey

Global Leadership Effectiveness Survey
Definition of Terms:
For the purpose of this study **global** contexts and **global leadership** are being defined as contexts in which more that two cultural groups are involved or that involves the integration of multiple (more than two) worldviews in the course of the work. These are not positional terms, but can apply to anyone who works in multi-country contexts.

Description of the study: A full <u>description of the study</u> is attached explaining the scope, purpose and intended use of the study.

Informed Consent: Please read the informed <u>consent form</u> and indicated below that you have read and understand the terms and conditions of participation before completing the survey. By entering your name and email contact information in the space below, you are granting your consent.

Name: _____ Country: _____
I have read and understand the terms and conditions of participation in this survey. ☐

I. Biographical Information

Name: _____
          (family name)   (first name)   (middle name)
Age: _____

Gender: Male / Female (circle one)

Country of Citizenship: _____

City & Country of Current Residence: _____

Have you ever lived in a country other than your country of origin? Yes / No

If yes, please list country and length of stay.
  Country _____ Dates _____
  Country _____ Dates _____
  Country _____ Dates _____

Do you speak a language other than your mother tongue? Yes / No
If yes, please list languages and level of fluency (1 = a few phrases, 3 = conversant, 5 = fluent)
Is this language spoken in your country?
  Language _____ 1   2   3   4   5   (Y/N)
  Language _____ 1   2   3   4   5   (Y/N)
  Language _____ 1   2   3   4   5   (Y/N)
  Language _____ 1   2   3   4   5   (Y/N)

II. International / Intercultural (Global) Work History

Total number of years of international / intercultural work experience: _____

Current position:

Title: _____ Dates of employment: _____ to _____

Organization: _____

Location of organization home base: _____

(City / Country)

Location of your place of work: _____

(City / Country)

Percent of your time in this position spent working in international or intercultural contexts:

31 – 40 %   41-50%   51-60%   61-70%   71-80%   81-90%   91-100%

(circle one)

Briefly describe the nature of your international work with this organization / agency and your role within that context: (add lines as needed)

Next most recent position:

Title: _____ Dates of employment: _____ to _____

Organization: _____

Location of organization home base: _____

(City / Country)

Location of your place of work: _____

(City / Country)

Percent of your time in this position spent working in international or intercultural contexts:

31 – 40 %   41-50%   51-60%   61-70%   71-80%   81-90%   91-100%

(circle one)

Briefly describe the nature of your international work with this organization / agency and your role within that context: (add lines as needed)

Next most recent position: (add additional sections as needed)

Title: _____ Dates of employment: _____ to _____

Organization: _____

Location of organization home base: _____

(City / Country)

Location of your place of work: _____

(City / Country)

Percent of your time in this position spent working in international or intercultural contexts:

31 – 40 %   41-50%   51-60%   61-70%   71-80%   81-90%   91-100%

(circle one)

Briefly describe the nature of your international work with this organization / agency and your role within that context: (add lines as needed)

III. Education History

Did you attend primary and secondary school in your home country?   Yes / No
  If yes, did you attend an international school or a national school? _____
  If no, where did you attend primary school? _____ and secondary school? _____
Please list all post-secondary educational / training experiences in which you have participated (degree or non-degree). Add more lines as needed.

Name / Place of School:	Topic / Degree	Dates	Degree Granted
_____	_____	_____	Y / N
_____	_____	_____	Y / N
_____	_____	_____	Y / N
_____	_____	_____	Y / N

IV: Other international experience

Number of years of international / intercultural experience not listed above: _____
Please describe briefly any other international / intercultural experiences you have had: (add lines as needed)

V: Effectiveness in international / intercultural (Global) work

A. As you consider your work and that of others you consider to be particularly effective at international / intercultural work, what do you believe are the skills needed to be an effective leader of an international / intercultural team or project and why? (add lines as needed)

B. How did you gain the skills you mentioned above as being essential to being an effective leader of international / intercultural work? What were the key experiences that helped you to acquire those skills? (add lines as needed)

C. As you look back at your path to becoming an effective leader in international / intercultural work, your method of gaining those skills may or may not be what you now recommend for emerging leaders in this area. What recommendations do you have for training or development strategies for a person from your area of the world who would like to become an effective leader in international / intercultural work? (add lines as needed)

VI: Self assessment

On a scale of 1-10, how would <u>you</u> rate your level of effectiveness in global settings?
Not Effective   Very
Effective
1   2   3   4   5   6   7   8   9   10

On a scale of 1-10, how would <u>others</u> rate your level of effectiveness in global settings?

Not Effective   Very
Effective
1   2   3   4   5   6   7   8   9   10

What are your greatest strengths as a leader of global work?

What are your greatest weaknesses as a leader of global work?

If selected, would you be willing to participate in a personal interview with the research to
discuss these issues in greater detail?   YES ☐   No ☐

This would involve one telephone interview (at the researchers expense) as well as possibly 1-5
email exchanges to verify accurate interpretation of your responses, and later of the aggregate
responses from others in your country. At all times, your responses would be confidential.

Thank you for your participation!

Appendix B5: Interview Interest Form

Interview Interest Score: Participant Number: _____

Question	Response	Score
Biographical Data		
Gender		No score
Country		No score
Lived elsewhere		1 pt for each stay over 6 months
Foreign language		1 pt for each external language, ½ pt for each in-country language
Work History		
Work experience 1		
Length		1 pt for 6 months
Breadth		1 pt for each significant interaction
Depth		1-5 pts depending on role within group 1= participant, 2=occasional leader, 3=frequent leader, 4=title of leader, 5=formal and actual leader
Work experience 2		
Length		1 pt for 6 months
Breadth		1 pt for each significant interaction
Depth		1-5 pts depending on role within group
Work experience 3		
Length		1 pt for 6 months
Breadth		1 pt for each significant interaction
Depth		1-5 pts depending on role within group
Work experience 4		
Length		1 pt for 6 months
Breadth		1 pt for each significant interaction
Depth		1-5 pts depending on role within group
Educational History		
Primary school		1 pt for K-12 international or foreign
Post-secondary		1 pt for each 6 months
Professional training		¼ pt for each international training of more than two weeks duration
Total Years International Experience		1 pt for each year not accounted for in listed work experience
Effectiveness		½ pt for every pt on each Likert scale
Open Question 1		1-3 pts for thoroughness of answer
Open Question 2		1-3 pts for thoroughness of answer
Open Question 3		1-3 pts for thoroughness of answer
Strengths		No score
Weaknesses		No score

Appendix B6: Consent Form for Personal Interview

International effectiveness study: perspectives from Brazil, India, Nigeria

You are invited to be in a research study of effective global leadership development strategies. You were selected as a possible participant because you have experience working and studying in international teams. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Karen J. Lokkesmoe, University of Minnesota, Department of Education and Human Development.

Background Information:
The purpose of this study is: To identify effective strategies to develop global leadership skills for people working in public and nonprofit environments in developing countries.

Procedures:
If you agree to be in this study, we would ask you to do the following things:
In addition to having completed the initial survey form which you have already completed, you are being asked to participate in a 1-hour telephone (or in-person) interview that will be audio taped (or video taped in the case of in-person interviews), review the summary of that interview in written format to verify the primary conclusions made by the researcher or make changes as appropriate. You will also be asked to participate in either a short follow-up interview or email exchange to review summary conclusions for all participants from your county group. These activities will be carried out between November 2007 and August 2008. All data, except your own interview summary will be presented anonymously. Each participant will be assigned a number or study name so that they can be distinguished from one another in the discussion, but not identified as individuals.

Risks and Benefits of being in the Study:
The study has no known risks: An investment of your time to participate in the survey and verify individual and group summaries of data. (1 hour for the interview and potentially 1-5 email exchanges to clarify details).

Benefits of participation: Participants will not receive any form of payment or service in compensation for participation. The only known benefit is that which may be derived by contributing to a body of knowledge that informs development strategies for future global leaders from your country.

Confidentiality:
The identities of all study participants will be kept in the strictest confidence. Any report that will be published will not include information making it possible to identify an individual subject. Research records will be stored in a locked, private location and only the researcher will have access to the records. All tape recordings and video recordings will similarly be kept in a secured location to which only the researcher has access. These recordings will be kept only for educational purposes and used only with the express written consent of participants prior to such

use. A participant number, rather than a name will identify all data gathered and used throughout the analysis.

Voluntary Nature of the Study:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or with the Humphrey Fellowship Program. If you decide to participate, you are free to not answer any question or withdraw at any time with out affecting those relationships.

Contacts and Questions:
The researcher conducting this study is: Karen J. Lokkesmoe. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me at the University of Minnesota, 952-474-6908, kjl@umn.edu. You may also contact Professor Michael Paige, my academic and Ph.D. advisor at 612-626-7456 or r-paig@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:
I have read the above information. I have asked questions and have received answers. I consent to participate in the study. [These details will be reviewed and you will be asked to grant verbal consent at the beginning of the taped interview]

Appendix B7: Interview Protocol

Stage Setting and informed consent for interview

Mr. / Ms. _____Thank you for agreeing to participate in this research study. As you know through our previous correspondence you have been identified as a person whose experience may contribute to the research I am conducting regarding the development of global leadership skills. I am interested to learn what people working in the public and non-profit sectors from developing countries think make a person effective in global (or international / intercultural) work settings and specifically - how best to train others to become effective leaders in those environments.

You understand that I will be tape recording the interview so that I can be sure that I am accurately capturing your responses? The interview will be conducted in English. Do you feel comfortable speaking in English? If you are unsure of any of the questions, please feel free to ask for clarification.

You have been sent an interview consent form that outlines the purpose, scope, and eventual use of the information gathered. Did you receive that form? I wish to review with you briefly the details of that form.

Voluntary Participation: Your participation is completely voluntary and you may decline to participate at any time, or decline to answer any individual question. There will be no consequences should you decline to participate. Are you agreeing to participate voluntarily?
Benefits and Risks: There are no significant benefits for participating in the interview part of the study, other than providing information that may help to shape future development strategies for people from [name of country]. There are also no perceived risks to your participation. We are speaking today via internet telephone connection – do you have any concerns about the security or safety of that communication?
Confidentiality: All data gathered will remain confidential. That is to say that the personal identity of all study participants will not be revealed. You will be one of a group of interviewees. Any information obtained will be held in the strictest confidence and any identifying characteristics will be removed prior to publication so that individual interviewees cannot be identified. If individual responses are quoted, they will be quoted using a fictitious name rather than your own. Only the lead researcher (me) will have access to the data with your name on it. All electronic transcripts of the interview and surveys will be stored with a participant number. All physical copies of surveys, phone interviews, inventories will be stored in a locked cabinet to which no other persons have access.
Do you have any questions regarding participation, benefits or risks or the confidentiality of the study? Do you have any questions regarding any other aspect of the study?
If you think of any questions later, you may contact me at any time to ask them. Do you have my contact information?

Through our previous communications and the electronic survey, you have responded to a few basic questions asking for demographic information, including name, current position, agency, past work history, past international and educational experience. Do you have anything you would like to add or change regarding that information? (either add or thank you)

Do you have any questions before we begin the interview? Thank you.

INTERVIEW QUESTIONS [data from survey]

Introduction:
1. You indicated on your survey that you have international /intercultural experience through your work / study at _[name of organization]___ / _[name of city]___ / and _[name of school]___? If several, ask which one is the most significant in their mind.

You described the nature of your international work at ___[name of organization]____as __ [nature of work] _____? Could you tell me more about that work? What were the challenges and rewards that you have encountered working internationally? Fellowship?

Probes: If not already known: What do (did) you do? What are (were) your responsibilities? With whom / where do (did) you work? What % of time is (was) in an international context? How long have you been (were you) engaged in that work?
Repeat for other positions listed on the survey as needed.

2. Can you describe an international / intercultural experience that you feel was particularly successful?

Probes: Where was that? With whom did you work? What was the task and what was the outcome?
What were the factors that contributed to the effectiveness of that situation?
In what ways did you personally contribute to the effectiveness of that experience?
What was your role on that assignment / project?
Were there others who contributed to the success of that experience? In what ways?

3. Can you describe a time that you worked with an international group that was not very successful? What do you think were the circumstances that prevented this experience from being successful?

Probe: As you think back on it now, can you think of any factors that would have made a difference in this situation and that you believe would have contributed to a better chance of success?

4. From which experience did you learn the most about doing effective global work?

Probe: Was it one of the ones above? What was your role? Why did this help you learn the most? What contributed to your learning?

5. As you think back over your career and consider what you've learned from your international experiences, what skills / capacities do you feel are essential to be effective in international (or global) contexts? In the survey, you said _____. Can you tell me more about that?

Probe: Anything else? Why are those skills essential?

6. How did you (or others) develop the skills that you have identified above?

Probe: Are there aspects of your cultural heritage that may have contributed to you having developed those skills? Be sure to draw on answers from #4 here.

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7. How would you recommend that others develop those skills? Specifically, are there ways that you think it would be possible to assist emerging leaders from [name of country] who are new to international / intercultural work in developing those skills?

Probe: Through experience, through education, training, mentoring, etc? You mentioned…

8.   Do you feel that strategies for developing future global leaders from your country are different in any way from strategies that might be deemed effective elsewhere?

Probe: Should those strategies be different from people from your country?

9. How does one achieve a leadership position in your context?

Probe: Is it merit or skill based, or is it by seniority, or by political or family connections?

10. We have talked mostly about being effective in global contexts, but I'd like to ask a more general question now.   Based on your experience, what (if anything) differentiates a leader in a local context from a leader in an international or global context? Assuming that we are talking about effective leadership in both cases.

11. Have you ever developed materials or published anything explaining to others how to be more effective in international work?

Thank you for your time and thoughtful comments. Do you have any questions before we complete the interview?

Appendix B8: Global Leadership Experience Form

Global leadership experience (GLE) ranking

Leadership score   Years _____   Role _____

International experience   Depth _____   Breadth _____

Each item is ranked on a scale of 1-5 (5 = high), for a total of 20 possible points.

Each participant was then assigned a GLE score. This score was used to assign participants to one of three categories (high, middle, low) to conduct the comparative analysis by experience.

Dear [Name of interview participant],

Wow - times goes so fast....
and research goes so slow.

I hope you have been well.

I have finally completed all the interview transcriptions and am sending your interview text to you as promised.

I am attaching two items.
1) A letter that explains the text format for the interview and details of the research process
2) The interview text itself

Please keep in mind that this is a transcript of a conversation, so it does not read as smoothly as if we had written the responses. For research purposes, I need to maintain the text in it's pure form. And again, sorry for any typing errors and missing grammar. It is hard to capture it all as you listen and type.

I will look forward to hearing from you with your comments.
Thanks again for your participation.

Karen Lokkesmoe

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Karen J. Lokkesmoe
University of Minnesota
Department of Education and Policy Administration
Comparative International Development Education
kjl@umn.edu

Appendix B10: Member Check – Country Summary Report

(Sent by email to all interview participants from each country to review the summary of data from their country)

Text of email:
Thank you for your participation in the interview process for the research study on effective global leadership development strategies.

As a means of testing the conclusion drawn through the analysis of the data, I am requesting that you review the attached document and make comments, additions, or corrections, as you feel appropriate.

A summary of the data gathered from all participants from [name of country] is attached. Document titled: Summary of research data for [name of country] on effective global leadership development strategies.

DATE. [_____].

Appendix B11: Sample Country Summary Report – Brazil

Dear global leadership research participant.

As a final phase in the research process, I invite you to review the summary of the data collected for Brazil. If you recall, the primary interest in conducting the research was to learn from your perspective how you conceptualize global leadership, what skills you feel are essential and specifically, what recommendations you have for a person aspiring to enhance their global leadership capacities.

I am enclosing a summary of the cumulative data analysis for Brazil. I have included a summary of the responses for four main questions.
What challenges have you encountered or witnessed in global work environments?
What skills are needed to be effective when working globally?
What differences do you see between local and global leadership?
What recommendations to you have for strategies to develop global leadership skills in others?

MY PROCESS:
In analyzing the data, I read and reread each interview carefully and assigned themes (or codes) to each concept expressed. For example, in the text below, I identified the following themes which are listed in brackets following the statement and highlighted in yellow. [NOTE: this sample text is not from a Brazilian participant]

"And for you to read their reaction is not easy because the language is different. [cross-cultural communication can be a challenge]. *For instance, when I went to Ghana in Africa I was told that if you say this, it will be taken like that.* [example of cultural advise]. *I said that's very surprising. So they warned me about 5-10 things I should not do, because that can be taken in a very different way and not let me connect with people.* [culture specific training]. *Cultural challenges are phenomenal,* [cultural differences matter] *and they're not easy to cross unless you're very sensitive to people in general, actually.* [cultural sensitivity is important]. *So I would think culture is the biggest issue, in relating to the society as such, in general."* [culture is a key factor].

WHAT'S INCLUDED:
A summary of the codes that were reported by 50% or more of the Brazilian group regarding challenges, skills, and recommendations as well as a summary of the discussion around differences in global and local leadership.
I welcome your comments and reflections regarding this analysis. Not everyone in the group from Brazil commented on every item listed, nor would that be expected. The intent of this phase of verification is not to forge consensus among the group, but rather to provide you an opportunity to comment on whether you agree or disagree with the range of concepts listed.
Also – there are many more concepts that were reported that are not included in this summary as they were reported by less than 50% of the group. If you feel that something that you mentioned is not represented here and was really important, feel free to indicate that.
Please note that in the final report, I will be commenting on both those items where there is consensus among the group as well as those that were expressed as especially important to individual participants.

FINDINGS

Challenges – in response to the question about challenges as well as comments made in other parts of the interview that mentioned challenges encountered by you or others in working in global contexts.

Summary of Challenges: Of the 9 items that were references by 50% or more of the group, 5 were specifically related to the cross cultural nature of the interactions and 4 were more about internal or individual aspects affecting the interaction. Because the conversation was about challenges of working in global settings, all of the factors have some relation to intercultural aspects, but these 4 seemed to be more internal or individual factors. By this I mean that they were factors that were not exclusively related to the cross cultural nature of the interactions.

Those challenges that were mentioned by more than 50% of the group include:
Cross-cultural challenges:
Effective communication, being able to understand and be understood by others with respect both to language differences and deeper meanings
Engaging people from other cultures about sensitive issues
Returning home or feeling as an outsider at home – challenges about not being accepted when returning home, or not having "new" ideas accepted, or feeling you are between cultures
Understanding local needs – being able to understand what the needs are of the people in the local community and not imposing your own ideas about what is needed
Transferability issues – challenges in determining whether, or how, a given idea or strategy fits the local context

Internal or individual challenges impacting interactions in multicultural settings:
Political and economic limitations – whether in another country or within Brazil
Resistance to change – a lack of willingness to accept or be open to change – especially when seen as an idea coming from outside of the culture. Could be on the part of the international actor or on the part of the local actor
Emotional and psychological demands – that at times, working in global contexts can be very demanding both emotionally and psychologically at a personal level
Internal diversity – there is a great deal of diversity within Brazil and that can present some challenges in leadership, even within the country.

CHALLENGES - Brazil	A	B	C	D	E	Total
Communication - language and meaning	1	1	1	1	1	5
Engaging around sensitive issues	1	0	1	1	1	4
Political or economic limitations	1	1	0	1	1	4
Resistance to change	0	1	1	1	1	4
Transferability issues	1	1	1	1	0	4
Emotional and psychological demands	1	0	1	1	0	3
Internal diversity	1	1	1	0	0	3
Returning home or feeling an outsider at home	1	1	1	0	0	3
Understanding local needs of those you work with	1	0	1	1	0	3

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SKILLS NEEDED
The list of skills needed was generated from the question that asked specifically which skills you felt were needed, and from descriptions of experiences you felt were successful and what you felt contributed to the success, as well as from comments throughout the interview that seemed to indicate the need for a specific skill.

Summary of skills: Of the 17 items that were reported by at least 50% of the group, 7 are directly, specifically related to negotiating cultural differences, 3 items were related to interpersonal concepts, 6 items are personal skills. Of the 9 personal and interpersonal items, all of them are also core intercultural competencies. One additional item was the need for professional skills in your field of work. Although this was not mentioned as frequently, it seemed to be understood by all that one has to have some skills to bring to the table in order to be effective globally. One participant put it particularly well, *"...it is impossible to construct a building just with leadership or negotiation skills, you do need some other skills."*

Intercultural skills:
Broad perspective – referring to a broad world perspective
Respect for other cultures
Understanding other cultures
Cultural bridging – helping people from different cultures understand one another
Cultural sensitivity – being sensitive to the needs of those from other cultures
Global knowledge – the need to know about things going on in other parts of the world and to know about the people from other places
Appreciate diversity – especially cultural diversity
Interpersonal skills:
Communication – being able to communicate and be understood across cultures
Connecting with people – specifically with those from other cultures
Teamwork – knowing how to work well in a diverse team
Personal skills:
Flexibility
Respect
Open mindedness
Listening
Observing
Tolerance
Professional skills
Professional competence in your field

Skills needed - Brazil	A	B	C	D	E	Total
Broad perspective	1	1	1	1	1	5
Communication	1	1	1	1	1	5
Connecting with people	1	1	1	1	1	5
Flexibility	1	1	1	1	1	5
Respect	1	1	1	1	1	5
Respect other cultures	1	1	1	1	1	5
Understand other cultures	1	1	1	1	1	5
Cultural bridging*	1	1	1	0	1	4

Cultural sensitivity	1	1	1	1	0	4
Global Knowledge*	1	1	1	0	1	4
Listening	0	1	1	1	1	4
Observe	1	1	1	1	0	4
Open mindedness	0	1	1	1	1	4
Professional competence	1	1	0	1	1	4
Appreciate diversity	1	0	1	0	1	3
Teamwork	1	1	0	1	0	3
Tolerance	1	1	0	1	0	3
Understand complexity*	1	0	1	1	0	3

Explanation of terms: **Cultural bridging** refers to instances where one either knowingly or unknowingly helps to translate cultural norms to another. When it is noted here it indicates that you described a process that would typically be referred to as cultural bridging. **Global knowledge** refers to references to the need for an understanding of global trends, the need to learn more about other places, or the increasing global awareness that exists today and was viewed as being helpful to global leadership. **Understand complexity** refers to the ability to understand the complexity of the global environment.

RECOMMENDATIONS FOR ENHANCING GLOBAL LEADERSHIP CAPACITIES

Summary of recommendations: Of the top 14 items (those reported by at least 50% of the group), all but one are about how to gain experience and knowledge of others. The 4 most reported items as well as 3 of the remaining 10 items are about actively engaging with others. Learning through personal experience is a central theme. As one person said, *"You need to live, to have the experience of living abroad. Because I think it is difficult to understand international issues of you don't go out of your country...I think it is really important to have an experience of living abroad."*
There is certainly overlap between these categories but, in general, the recommendations seem to fall into the following categories:

Experiential opportunities – engaging with others
communicating with others
experiential learning
sharing ideas with others
international exposure through work or education
exposure to difference
international education
international exchanges

Training and education
professional trainings
education programs on international topics such as foreign relations, international business, including starting in include international topics in the early grades
Individual knowledge acquisition
reading and studying about others
using media and technology – internet, movies, TV, etc.

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Specific strategies
use case studies
pay attention to details, and
don't make assumptions – especially about the fit of your strategies to a local environment

Recommendations - Brazil	A	B	C	D	E	Ttl
Communicating with others	1	1	1	1	1	5
Experiential learning	1	1	1	1	1	5
International exposure	1	1	1	1	1	5
Sharing ideas with others	1	1	1	1	1	5
Exposure to difference	1	0	1	1	1	4
Professional and academic courses	1	1	0	1	1	4
Reading and studying	0	1	1	1	1	4
Don't make assumptions about transferability	0	1	1	1	0	3
Education (International education classes)	1	1	0	0	1	3
International education – studying abroad	0	1	0	1	1	3
International exchanges – work or internships	1	1	1	0	0	3
Media & technology – internet, communication	1	1	0	0	1	3
Pay attention to details	0	1	1	1	0	3
Training (professional)	1	0	1	0	1	3

DIFFERENCES BETWEEN LOCAL AND GLOBAL LEADERSHIP
When asked about whether there is anything that distinguishes global leadership from local leadership, 3 of 5 said yes, global leadership requires different skills. One person said, no, I don't think they are different, but then continued to say that the basic skills are the same, but the breadth of the skills needed is greater at the global level. And 1 said they are different and then later stated that they shouldn't be different, but are. Among the statements about how global leadership differs from local leadership were references to accountability, breadth and scope of skills, that global skills are really for everyone in today's world, there is a greater need to focus on understanding the needs of the local community at the global level, and that greater cultural understanding is needed. There were also fairly universal comments made regarding the political environment in Brazil. Despite recent changes, there remains a greater influence of political and family ties than at the global level where accountability and performance were of greater importance. There was also some discussion about a need for continued efforts to be made in Brazil to be more inclusive of people who are not from traditionally privileged classes. References to studies that found that in some communities young people, especially young people of color, did not associate themselves with opportunities for leadership development and advancement. This is not an indication that participants felt that merit-based leadership advancement does not exist, just that other influences exist as well. At least 2 participants stated that there was a difference between sectors and that different conditions existed in the business world than in government or the NGO sectors.

REPORTING ABOUT THE RESEARCH SUBJECTS
I am also enclosing the draft of the paragraph in which I describe the research participants.
Please let me know if you have any concerns about the way this information has been related. I

purposely left all the information in summary form for the whole group as I felt that it would be too easy to identify individuals if all the biographical data were in a table and one could match the age, country, gender, field of work, etc. I believe that this method will adequately protect your individual identities, but please let me know if you have any concerns.

If I wish to quote any of your words directly and identify the quote as coming from Brazil, I will write to you again and send the exact reference to you so you can see how it is identified. I may use short, unidentified quotes to demonstrate how I arrived at my coding categories, but those will be totally anonymous.

Draft paragraph describing research interview participants
Interviews were conducted with 14 people, five in both Nigeria and Brazil and four in India. The biographical data, which was collected through the survey and the interviews, will only be reported in the aggregate to protect the anonymity of the respondents. The interview subjects ranged in age from 32 to 62, 8 were male, and 6 were female. Many of them had worked in more than one sector during their careers including, banking, civil service, education, financial advising, government, healthcare, information technology, international development, journalism, law enforcement, and law. Although most had experience in more than one sector, each respondent was assigned a primary sector, based on where they had the most extensive experience as follows: 2 from private industry, 3 from the government sector, and 9 in international development (which also includes those in education, since they all also had experience in international development projects). In addition, each respondent was assigned a global leadership experience score as outlined in chapter 3 based on the depth and breadth of their international experience and the role and length of leadership experience. As might be expected, in general, those who were older tended to have greater experience although there is not a direct correlation between age and experience. Two of those in the youngest age grouping had extensive international experience, though not necessarily long term leadership experience.

Appendix B12: Coding Audit with External Researcher

Text of email to colleague regarding coding audit process and attachments.

Dear Akiko,

Thank you for agreeing to conduct a coding audit for my dissertation research.

Attached you will find
a copy of the interview transcript to code
a set of directions explaining the coding process and detailing what I would like you to do
a copy of the interview protocol so that you are familiar with the focus of the study

Please feel free to contact me if you have any questions.

Thanks again.
Karen

Directions for coding interview text.

> NOTE: This research is covered by IRB and all materials are to be held in confidence.

1. Read the research questions.
2. I recommend that you read through the text without stopping once before you begin to code.
3. You can ignore the beginning parts of the text that are marked and just start coding where I have indicated START CODING HERE and can stop where I have indicated STOP CODING HERE. I am just leaving the full text there to give a bit of background if you want it.
4. Only code the text that is marked by a "P" - Participant. I have marked all the preliminary and ending text and the interviewer text ("K") in Pink and it does not need to be coded.
5. Read through the text again and make notes indicating what you think are the themes of the text. (See example below)
6. Don't worry about bad language or typing errors. I used a voice recognition program to capture the interviews and have not been through to clean up all the mistakes.
7. The research is looking for perspectives on global leadership development strategies, so the most important topics are those that relate to the questions asked. If there is text that does not relate to the topic – it does not need to be coded. For example, sometimes a person will tell a rather long story to explain a point that can be referenced rather briefly – such as the importance of understanding the local context. Just indicate any item that you think has a theme.

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8. Coding notes do not need to be in full sentences. Codes such as "political constraints" or "flexibility" are just fine.
9. If it is necessary to mark one piece of text with more than one code – either add two comments at the end of the text, or just use a different color highlighting for the 2nd code. (See example below where I added a second code in green in the middle of a longer sentence. OR….you can print and just use a highlighter and write the comments on the page. I will come pick it up.
10. Feel free to make any changes to structure (separate phrases by adding a carriage return, [add brackets], changing colors) you feel are needed to make your comments clear – just don't change the actual text.

EXAM PLE TEXT   ** [CODES IN CAPS AND BLUE]

P: Umm, I would say the big reward [REWARD] for me has been -- well at the personal level - when I was a child I always dreamed of that. I cannot explain exactly why I - since I was a little kid I'd dreamed and ahh, thought about living and working internationally [FULLFILLING CHILDHOOD DREAM OF INTERNATONAL WORK]. I have always been very curious about difference and different ways of living, understanding - always very fascinated about the language and cultures [INTEREST IN OTHER CULTURES]. And so for me it has been, ahh, I have expressed maybe both circumstances – of like kind of business defined - this type of international work - international context and yeah some things that may be - like in had in my child's fantasies yeah – that, yeahh. Like in my experience, they were not there. But on the other hand I think it has been learning through , so , these experience what it, that I would call - that could really be international relations and a international exchange [LEARNING THROUGH EXPERIENCE] So I think I've been challenged a lot about yeah like maybe I, I think, one big challenge [CHALLENGES] I've been through like a training programs [TRAINING PROGRAMS] and ahh, ahhh - different forms of preparation for intercultural, international work, and but the real experience [EXPERIENCE vs. CLASS LEARNING] ahh, is is so demanding - especially emotionally [EMOTIONALLY CHALLENGING]. ahh that it seems like that any training could, could not really, really have prepared me to go through that [TRAINING PROGRAMS NOT SUFFICIENT].

Table C1: Global leadership development challenges reported by biographical identifiers.

Challenge	Frequency	Country	Sector	GLE	Gender	Age
Communication - language and meaning *	11	BIN	GIP	HML	MF	HML
Political or economic limitations	11	BIN	GIP	HML	MF	HML
Being understood*	9	IN	GIP	ML	MF	ML
Internal diversity	8	BIN	GIP	HM	MF	HML
Resistance to change	8	BN	GI	ML	F	HML
Understanding local context*	8	BN	Ip	HM	M	HML
Transferability issues*	7	BN	I	H	MF	HL
Being willing to not have all the answers*	5	N	I	-	-	HL
Engaging around sensitive issues*	5	-	-	-	-	HL
Impact of power differences	5	-	Ip	-	M	L
Lack of cultural understanding*	5	N	p	-	F	L
Emotional and psychological demands*	4	B	-	-	M	H
Intercultural work can be intense*	4	I	p	-	M	L
Re-entry, being outsider at home*	4	B	-	-	-	HL
Religious differences	4	N	I	-	-	-
Very time intensive*	4	I	p	M	M	M
Time away from family*	3	-	P		-	M
Unmet or unrealistic expectations*	3	-	-	-	-	-
Balance unity and diversity*	2	-	-	-	-	-
Building trust*	2	-	P	-	-	-
Ineffective trainings*	2	-	-	-	-	-
Physical challenges	2	-	-	-	-	-
Positive vs. negative ethos	2	-	-	-	-	-
Being seen as a visitor*	1	-	p	-	-	-
Depends on individual competence	1	-	-	-	-	-
Depth vs. breadth*	1	-	-	-	-	-
Informal structures (economies)	1	-	-	-	-	-

Data from interviews with respondents, n=14.

*Intercultural competence challenge.

- (reported by fewer than 50% of respondents in that category)

KEY:

Frequency: Number of respondents reporting, n=14.

Country: (B=Brazil, I=India, N=Nigeria)

Sector: (I=International NGO, G=Government, P=Private; p= 1 of 2 reported)

GLE - Global Leadership Experience (H=High, M=Middle, L=Low)

Gender: (M=Male, F=Female)

Age: (H=High, M=Middle, L=Low)

Table C2: Global leadership skills, traits, and behaviors reported by biographic identifiers.

Skill, trait, and behavior	Frequency	Country	Sector	GLE	Gender	Age	Top Skill
Personal skills, traits, or behaviors							
Open mindedness*+	13	BIN	GIP	HML	MF	HML	5
Flexibility*+	12	BIN	GIP	HML	MF	HML	4
Listening*+	10	BIN	GIp	HML	MF	HML	3
Observe*+	10	BI	GIp	HML	MF	HL	1
Respect*+	9	BN	GI	HML	MF	HML	1
Adaptability*+	8	IN	GIp	HM	MF	HML	2
Admit & learn from mistakes+	8	BIN	GIp	HL	F	HML	-
Learn from others*+	8	IN	I	HM	MF	HML	1
Inclusiveness*+	7	IN	I	M	F	HML	2
Curiosity*+	7	BI	Gp	L	MF	HL	1
Ethical	6	N	Ip	-	F	M	-
Humility	6	N	I	H	F	HL	1
Equity and fairness*	5	I	I	-	F	L	2
Honesty	5	N	I	-	F	L	2
Integrity	5	N	p	-	F	H	1
Patience*	5	I	G	-	-	HL	1
Selflessness	5	N	Ip	H	F	H	2
Tolerance*	5	B	I	H	F	H	1
Realistic	4	-	-	-	-	HL	-
Interest in international work*	4	I	p	-	M	H	1
Non-Judgmental*	4	N	I	-	F	L	-
Persistence	4	-	-	-	-	L	1
Positive attitude	4	N	I	-	-	-	1
Responsibility	4		G	-	-	-	-
Self-confidence	4	-	Gp	-	-	L	1
Authenticity	3	-	p	-	-	-	1
Example setter	3	-	-	-	F	-	1
Empathy*	3	-	-	-	-	L	1
Recognize skills in others	3	-	-	-	-	-	-
Acceptance*	2	-	-	-	-	H	-
Creativity	2	-	G	-	-	-	-
Future orientation	2	-	-	-	-	-	-
Hard work	2	-	-	-	-	L	-
Sincerity	2	-	-	-	-	-	-
Trust*	2	I	-	-	-	-	-
Trust in God	2	-	p	-	-	-	2
Risk taker	2	-	p	-	-	-	1
Charismatic	1	-	-	-	-	-	-
Dependable	1	-	-	-	-	-	-
Energy	1	-	-	-	-	-	1
Extroversion	1	-	p	-	-	-	-

Skill, trait, and behavior	Frequency	Country	Sector	GLE	Gender	Age	Top Skill
Firm	1	-	-	-	-	-	-
Imagination	1	-	-	-	-	-	-
Intuition	1	-	-	-	-	-	-
Kindness	1	-	-	-	-	-	-
Passion	1	-	-	-	-	-	1
Resilience*	1	-	-	-	-	-	-
Vision	1	-	-	-	-	-	-
Intercultural skills, traits, or behaviors							
Understand other cultures*+	14	BIN	GI	HML	MF	HML	6
Broad perspective*+	13	BIN	GIP	HML	MF	HML	1
Respect other cultures*+	12	BIN	GIp	HML	MF	HML	-
Cognitive complexity*+	10	BIN	Ip	HML	MF	HML	-
Cultural bridging*+	10	BIN	GIP	HML	MF	HML	-
Cultural sensitivity*+	10	BI	GIp	HML	MF	HML	2
Global knowledge*+	10	BIN	GIP	ML	MF	HML	-
Appreciate diversity*+	8	BI	GI	ML	MF	HML	-
Interpersonal skills, traits, or behaviors							
Communication*+	13	BIN	GIP	HML	MF	HML	2
Connecting with people*+	13	BIN	GIP	HML	MF	HML	3
Building trust with others*+	10	IN	GIP	HML	MF	HML	-
Gain others' respect	3	-	p	-	-	-	-
Networking	3	-	G	L	-	L	-
Non verbal communication*	3	I	G	-	-	H	-
Professional skills, traits, or behaviors							
Teamwork*+	11	BIN	GIP	HML	MF	HML	-
Professional competence+	10	BIN	GIP	HML	MF	HML	3
Accountability+	8	N	Ip	ML	F	ML	2
Empower/inspire others to act	6	I	GI	ML	F	HL	-
Purpose - drive for results	5	N	p	M	-	M	1
Change advocate	2	-	-	-	-	-	-
Knowing when to act	2	-	-	-	-	-	-
Envision the future	1	-	-	-	-	-	-
Negotiate / Mediate*	1	-	-	-	-	-	1
Organization skills	1	-	-	-	-	-	1

Data from interviews with research participants, n=14.

*Supports intercultural competence.

+Reported by 50% of the full group of respondents.   - (reported by fewer than 50% of respondents)

KEY:

Frequency: Number of respondents reporting, n=14.

Country: (B=Brazil, I=India, N=Nigeria)

Sector: (I=International NGO, G=Government, P=Private; p= 1 of 2 reported)

GLE - Global Leadership Experience (H=High, M=Middle, L=Low)

Gender: (M=Male, F=Female)

Age: (H=High, M=Middle, L=Low)

Table C3: Global leadership development strategies reported by biographical identifiers.

Strategies	Frequency	Country	Sector	GLE	Gender	Age
Gain International Experience						
Communicating with others	13	BIN	GIP	HML	MF	HML
Exposure to difference	13	BIN	GIP	HML	MF	HML
International exposure	13	BIN	GI	HML	MF	HML
Experiential learning	11	BI	GIp	HML	MF	HML
International exchanges	7	BN	GIp	L	M	HML
International education	6	B	G	L	F	HM
Mentoring /role models /networking	5	I		-	F	L
Travel	3	-	-	-	-	-
Host family experiences	2	-	-	-	-	-
Live abroad	2	-	-	-	-	-
Extra-curricular activities	1	-	-	-	-	-
Volunteer in developing countries	1	-	-	-	-	-
Work internationally	1	-	-	-	-	-
Acquire global knowledge						
Sharing ideas with others	13	BIN	GIP	HML	MF	HML
Education - formal	11	BIN	GIp	HML	MF	HML
Media & technology	10	BIN	GIp	HML	MF	HML
Professional training	10	BIN	GI	HML	MF	HML
Pay attention to details	9	BIN	GIp	HML	MF	HL
Read and study	8	BIN	-	ML	-	HL
Know yourself / change yourself	6	I	-	L	M	ML
Reflective practice	4	I	-	-	-	-
Intercultural training - culture general /culture specific -case studies	3	I	-	-	-	-
Multidisciplinary studies	3	-	-	-	-	-
Learn another language	2	-	-	-	-	-
Personal experience of discrimination	2	-	-	-	-	-
Comparative studies	1	-	-	-	-	-
Address contextual factors through policy advocacy						
Education policy change	6	N	GI	L	F	ML
Don't make assumptions about transferability	5	B	-	-	F	L
Learn how to use media effectively	5	N	-	-	F	M
Support democratic processes	5	N	-	-	F	-
Focus on future / youth	4	-	-	-	-	L
Focus positive examples and success stories	4	N	-	-	F	-
Understanding the power dynamics	4	-	-	-	-	ML

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Strategies	Frequency	Country	Sector	GLE	Gender	Age
Develop clear goals (purpose)	3	-	-	-	-	-
Eliminate corruption	3	N	-	-	-	-
Find common ground	2	-	-	-	-	-
Provide access to leadership development to all	2	-	-	-	-	L
Recognize acknowledge good leaders	2	-	-	-	-	-
Rights-based perspective	2	-	-	-	-	-
Understanding globalization	2	-	-	-	-	-
Address issues of poverty and illiteracy - inequity	1	-	-	-	-	-
Community monitoring and evaluation	1	-	-	-	-	-
Negotiate or mediate	1	-	-	-	-	-
Position yourself well	1	-	-	-	-	-

Data from interviews with research participants, n=14.

KEY:

Frequency: Number of respondents reporting, n=14.

Country: (B=Brazil, I=India, N=Nigeria)

Sector: (I=International NGO, G=Government, P=Private; p= 1 of 2 reported)

GLE - Global Leadership Experience (H=High, M=Middle, L=Low)

Gender: (M=Male, F=Female)

Age: (H=High, M=Middle, L=Low)

- (reported by fewer than 50% of respondents in that category)