Global Leadership Research Practice and Development 3rd edition Mendenhall Solutions Manual

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CHAPTER 2

Discussion Questions

1. This chapter has focused on the four fields that global leadership scholars have drawn from most heavily. However, it seems likely that the following fields could also contribute to the study of global leadership: diplomacy, international affairs, anthropology, cognitive and cross-cultural psychology. Go online and see if you can find global leadership articles in journals and books from these fields. Bring them to class and explain how they could advance the study of global leadership.
2. Based on the chapters 1 and 2, what is the difference between leadership and global leadership?
3. Thomas Kuhn wrote The Structure of Scientific Revolution (1962), which popularized the concept of "paradigm shift" (p.10). Kuhn argued that scientific advancement is not evolutionary, but a "series of peaceful interludes punctuated by intellectually violent revolutions," and in those revolutions "one conceptual world view is replaced by another." Before a shift occurs, scholars who have espoused the previous view are hesitant to accept the new paradigm. Many early global leadership scholars published their research in books because they did not think traditional leadership reviewers would not accept their work. To date, few traditional leadership scholars cite global leadership research. Do you think global leadership represents a paradigm shift in the field of leadership? Why or why not?

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Cases and Videos

The Donor Services Department by Osland, J. and Adler, N. (2007). In J. Osland, D. Kolb, I. Rubin, & M. E. Turner. ***Organizational Behavior: An experiential approach***, 8th Edition. Upper Saddle River, NJ: Prentice-Hall: 673-676.

Ellen Moore (A): Living and Working in Korea, by Lane, H., Nicholls, C. E., and Ellement, G. , ***Harvard Business Review***, January 1998.

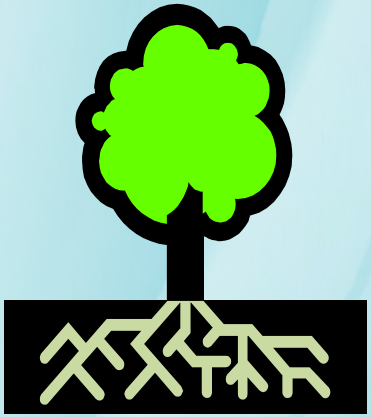
Red Cross Children's Home: Building Capabilities in Guyana (A) and (B) by Dietz, J., Goffin, M. and Marr, A. Ivey Cases. Ivey Publishing, 2009

The Multicultural Workplace (video), http://www.phoenixlearninggroup.com

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The Multidisciplinary Roots of Global Leadership

Chapter 2



Chapter Topics

- Intercultural Communication Competence
- Expatriation
- Global Management
- Comparative Leadership
- Global Leadership as an Evolutionary Field

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Intercultural Communication Competence

"the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment" (Chen & Starosta 1999: 28).

- Establish interpersonal relationships
- Communicate effectively
- Manage psychological stress
- Adjust to different cultures
- Deal with different society systems
- Understand others

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Gudykunst's Key Intercultural Skills (1994)

- Mindfulness
- Cognitive flexibility
- Behavioral flexibility
- Tolerance of ambiguity
- Cross-cultural empathy

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Paige's Technical Skills and Situational factors (1993)

- Knowledge of target culture
- Personal qualities (flexibility, tolerance of ambiguity, sense of humor, openness)
- Behavioral skills (communicative competence)
- Self-awareness (one's values, beliefs)
- Technical skills
- Situational factors (clarity of expectations, psychological pressure)

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Intercultural Competence Caveats

"Learning from experience requires more than being in the vicinity of events when they occur; it requires the ability to construe those events and reconstrue them in transformative ways" (Bennett & Salonen, 2007:1)

Foreign language fluency ≠ intercultural competence

Cultural knowledge ≠ intercultural competence

Living in a foreign country does not guarantee intercultural competence

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Basic Tools to Understand Cultural Communication

- Communication Styles
- Nonverbal Communication
- Value Orientations
- Interaction Rituals
- Conflict Styles
- Cognitive Styles

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Contributions of Intercultural Competence to Global Leadership

- Learning expectations and communication practices of other cultures
- Practicing mindfulness, empathy, perspective taking, and suspended judgment
- Accepting that our culture's way of viewing the world is unique -- understanding and valuing other culture's views
- Adapting to other cultures
- Building relationships, handling stress and switching communication styles as appropriate
- Acknowledging that different competencies and skills are required in different situations

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Expatriation and Global Leadership

Historically viewed as the best way to develop global leaders

Many global leaders identified "living and working abroad" as the most powerful experience in their lives for developing global leadership capabilities.

Expatriate transformation develops these global leadership competencies: business savvy, continuous learning, managing uncertainty, cognitive complexity, behavioral flexibility and cross-cultural skills.

The determinants of expat adjustment relate to global leadership competencies.

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Expatriate Definitions

Expatriates: "employees sent by employers to reside and work outside their home country on temporary assignment, usually between 6 months and 5 years"

Self-Initiated Expatriates: "individuals who relocate voluntarily to a foreign country on their own initiative and are hired under a local, host-country contract"

International students are not technically categorized as expatriates, but they share the experience of learning to adapt and function in another culture

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Expatriate Selection & Adjustment Characteristics

Technical skills are important but not sufficient, even if many companies only select on this basis.

Willingness to go on an international assignment is a key selection factor.

Model cross-cultural collaborator skill: 1) adaptation (e.g., flexibility, stress tolerance; 2) cross-cultural (e.g., realism, cultural sensitivity); and 3) partnership (e.g., openness to others, professional commitment) (Kealey, 2003)

Meta-analysis predictors of expat performance: cultural sensitivity, local language ability, 4 of Big 5 personality traits (emotional stability, extraversion, agreeableness, conscientiousness) (Mol, Born, Willemsen & Van der Molen, 2005)

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Dynamics of the Transformation Process (Osland, 1995)

Letting Go	Taking On
Cultural Certainty	Internalizing of perceptions of the other culture
Unquestioned acceptance of basic life and work assumptions	Internalizing of values of the other culture
Personal frames of reference	New, broader cognitive schema
Unexamined Life	Constructed Life
Accustomed role or status	Role assigned by culture/job
Accustomed habits and activities	Substituting functional equivalents
Habitual known routines	Addiction to novelty and learning

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Contributions of Expatriation to Global Leadership

Relevant findings on antecedents, selection, adjustment and effectiveness relate to global leadership

Expatriate transformation helps understand global leadership development

Expatriate paradoxes help develop the global mindset required of global leaders

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Global Management

"A global manager is someone assigned to a position with cross-border responsibility, who needs to understand business from a world-wide perspective, balance potentially contradictory environmental demands, and be able to work with multiple cultures simultaneously." (Capellen & Janssens, 2005)

Key lessons are the significant differences between domestic and global mangers in terms of how they perform their roles and the findings on characteristics related to perceived effectiveness.

Not all global managers are automatically global leaders. Titles alone do not guarantee global leadership behavior



Global Mgrs. vs. Domestic Mgrs.

They share similarities, but these characteristics predict effectiveness in global managers more than domestic leaders:

Emotional stability, skill in decision maker and negotiator roles, ability to learn, deal with stress, international and general business knowledge, cultural adaptability (Leslie, Dalton, Ernst & Deal, 2002)

Cross-culturally adventurous and insightful, open to criticism, seeks opportunities to learn (Spreitzer, McCall & Mahoney, 1997)

Business relationships, role of action, and style of authority depend on the cultural context (McBer, 1995).



Contributions of Global Management to Global Leadership

There are both similarities and significant differences between domestic and global managers, which is also true of domestic and global leaders.

Global manager roles and effectiveness hold lessons for global leaders.

For example: The six global management skills in highest demand are: intercultural adaptability, ability to develop individuals across diverse cultures, global strategic thinking, global team building ability to start up business in new markets, and ability to interact with local political interests.

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Comparative Leadership

Studies the differences and similarities in the indigenous leadership styles of different countries or regions

Aspects of charismatic and transformational leadership -- motivational, encouraging, communicative, trustworthy, dynamic, positive, confidence building -- are universally preferred (Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman 1999).

But indigenous leadership styles differ due to influences resulting from culture, history, geography, economic development, technological status and institutions.

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Evolution of Project GLOBE

The most extensive comparative leadership study to date

Phase 1 and 2 Included :

200+ member multinational research team

17,000 middle managers in 62 countries representing 951 organizations in the telecom, food, and banking industries

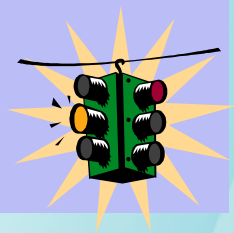
Developed a new cultural framework of 9 dimensions and categorized these into 10 culture clusters

These clusters reported different 'culturally endorsed implicit leadership theories': charismatic/value-based; team-oriented; participative; humane-oriented; autonomous; and self-protective.

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…Evolution of Project GLOBE

Universally Acceptable Traits	Universally Unacceptable Traits	Culturally Contingent Traits
Decisive Informed Honest Dynamic Administratively skilled Coordinator Just Team builder Effective bargainer Dependable Win-win problem solver Plans ahead Intelligent Excellence oriented	Ruthless Egocentric Asocial Non-explicit Irritable Non-cooperative Loner Dictatorial	Enthusiastic Self-sacrificial Risk-taking Sincere Ambitious Sensitive Self-effacing Compassionate Unique Willful



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…Evolution of Project GLOBE

Phase 3 : Investigated whether national culture influences executive leadership processes. Forty CEOs in 24 countries were interviewed and 1000 CEOs and 5000 of their direct reports were surveyed.

Key findings :

- National culture does not predict leadership behavior, but it does influence leadership expectations. "Roman leaders lead in a manner expected in Rome."

- Leaders are more likely to be perceived as effective if their behavior fits their country's leadership expectations. "Roman leaders best do as the Romans do."

- There are universal, consistent leadership actions that lead to effectiveness and success. "When in Rome and you don't know what to do, exhibit charismatic/value based leadership."

- Both the fit and degree of leadership behavior determine effectiveness (dedicated TMTs & corporate performance). "Woe be to the CEO who falls short of society's expectations."



Contributions of Comparative Leadership to Global Leadership

National leadership styles have certain aspects in common as well as many differences rooted in culture or a country's unique history.

Global leaders have to learn about the leadership styles and behaviors their followers expect.

Global leaders have to learn to code-switch and adapt their leadership style based on the situation and people involved.

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Global Leadership as an Evolutionary Field **(Bird and Mendenhall, 2016)**

Post World War II - 1960	1960 - 1980: The Rise of International
• Some scholars assumed that U.S. management should be imitated world-wide.	• Headquarters were dominant and performed a control function over "foreign" subsidiaries. Unidimensional, one-way approach as expatriates transferred knowledge to and were trained to adjust to host country locals. • Cultural differences were recognized; shared values and similarities were emphasized.
• Industrialization and the "technological imperative" would result in the convergence of common manufacturing and management practices world-wide.	• Japan's business fortunes increased, making U.S. companies less competitive and U.S. management theories less attractive. • The growth of computers and telecom sector lead companies to operate in more countries and in an interdependent manner

…Global Leadership as an Evolutionary Field **(Bird and Mendenhall, 2016)**

1980 - 2000: The Rise of Culture	2000 - Current: The Rise of Global
• Structures were more multinational (regional and matrix organizations). An increase in global players resulted in more interest in culture. Emphasis grew on expatriate effectiveness. • Global managers became more transnational, requiring global leadership skills . New structures and work processes led to decreased managerial control in favor of shared values and cultural awareness.	• Employees and leaders involved in global teams, projects, operations and supply chains. Expats have regional or multi-country responsibility and leaders have direct reports from several countries without having to move abroad. • The study of culture is more complex and polycultural. Emerging economies assumed greater importance, resulting in even more country players.
• New structures and work processes led to a decrease in managerial control and an increase in shared values and cultural awareness.	• More two-way relations leading to increasing reliance on shared leadership, networks and multidirectional knowledge transfer. Growing movement away from the control and dominance of early years to greater understanding and respect.

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Chapter Summary

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