Effective Global Leaders

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Abstract—This paper examines the necessary individual aptitudes (i.e. knowledge, skills, abilities, and other personality characteristics) for global leaders.

The main premise of this article is why some leaders are successful and effective as a global leaders and some not? This article is offering the way of making global leaders with attention to leader's aptitudes like, knowledge, skills, abilities and personality characteristic and traits.

Keywords—Global Leaders, Leader's Aptitudes, Leadership Effectiveness.

I. INTRODUCTION

The growing diversity of the workforce and increasing globalization of the marketplace create the need for global leaders. Today and into the future, the world will have fewer and fewer boundaries to constrain business, culture, or consumer demands [5]. Today's global economy has created a more complex and dynamic environment in which most firms must learn to compete effectively to achieve sustainable growth [6]. In today's global economy, people holding contrasting values need to work together. Dealing with diverse and divergent values will be an increasing common challenge for leaders. Effective leaders no longer work solely in the comfort of their home condition but also must learn to work globally. To successfully manage in the global environment organization and their leaders have to learn to deal with the different values, norms, and attitude that characterize different national cultures [13]. Global leaders defined as executives who are in jobs with some international scope [15]. Global leaders expand business into foreign markets, conceive strategies on a global basis, manage and motivate geographically dispersed and diverse teams and the like [9]. Effective global leaders are competitive advantage for multinational firms. Given the importance of effective global leadership research examining ways to develop global leaders has received much attention from academics and practitioners alike.

Global leadership activities require international business knowledge, cross-national skills and the like. The main premise of this article is that offering the some aptitudes that global leaders need to have for performing global leadership tasks and activities effectively.

II. THE TASKS OF GLOBAL LEADERS

As a part of working group on global leadership, global leadership activities were identified through a series of focus group meeting and surveys of leaders from European and North America firms. The following ten tasks or activities were found to be common among -and unique to - those in global leadership positions [3].

1. Global leaders work with colleagues from other countries.
2. Global leaders interact with external client from other countries.
3. Global leaders interact with internal clients from other countries.
4. Global leaders may need to speak in a language other than their mother tongue at work.
5. Global leaders supervise employees who are different nationalities.
6. Global leaders develop a strategic business plan on a worldwide basis for their unit.
7. Global leaders manage a budget on a worldwide basis for their unit.
8. Global leaders negotiate in other countries or with people from other countries.
9. Global leaders manage foreign suppliers or vendors.
10. Global leaders manage risk on a worldwide basis for their unit.

III. KNOWLEDGE, SKILLS, ABILITIES, AND PERSONALITY CHARACTERISTIC NEED TO EFFECTIVELY ACCOMPLISH THE TASK OF GLOBAL LEADERS

According to global leadership tasks and activities, some of the underlying knowledge, skills, abilities, and other personality characteristic (KSAOs) are necessary for successful performance of these tasks and activities. In this section we discussed about KSAOs that related to global leadership tasks and describe requisite KSAOs to effectively complete the task of global leaders or to develop the needed KSAOs for improved performance over time.

A. knowledge

Among the KSAOs, knowledge is the most mutable and therefore more likely to be gained through didactic training and traditional development opportunities [4]. Some of the knowledge domains proposed to be related to global leadership include:

i) Global culture knowledge:
Global leaders should recognize the burgeoning global
cultural uniqueness of their culture \[5\]. These differences must be understood, and manager must be sensitive to them in order to be successful in the global economy \[8\]. Leaders who operate any portion of a business with international dealing must truly get to know the market in which they are operating. Customers and consumers are demanding that companies really understand the uniqueness of their culture [5].

iii) Culture - specific knowledge:
Culture specific knowledge includes the understanding one has of a given country's values, norms, beliefs, rites, rituals and behaviors. Cross-national comparisons assume that individuals within one culture will have values more similar to one another than have individuals between cultures [14]. The extent of understanding of a given country's culture is the level of one's culture specific knowledge.

iv) International business knowledge:
Effective global leaders know the business environment in which they operate. This assists the leader's intuition to recognize opportunities and understanding the organization's capacity to capture those opportunities [11]. The extent of one's expertise in international business is the level of one's international business knowledge.

B. Skills and abilities
Some of the examples of skills and abilities proposed to underlie individual's success on global leadership activities are listed below:

i) Intercultural Interaction skills:
To be effective leaders in multicultural situations need to develop a global mind-set and cross-cultural skills [1]. Skills such as foreign negotiating skills or cross-national conflict resolution comprise intercultural interaction skills. These skills can improve over times as one learns the way in which cultural nuances affect their interaction with people from different cultures.

ii) Foreign Language skills:
Skills and ability to speak in some other foreign language help leaders to do their task effectively and have a better communication with foreign customers, suppliers, and so on. Skill in a given foreign language can increase to some level of fluency with practice (for some much more practice than others) but may be limited by abilities such as hearing sensitivity, speech recognition, and memory [4].

iii) Transforming ability:
As organizations continue to face global challenges, the need for leaders who can successfully craft and implement bold strategies that will transform or align the organization's strengths and weaknesses with emerging opportunities and threats is ever greater.

Transformational leadership is about change [13]. Lussier and Achua defined transformational leaders as "serve to change the status quo by articulating to followers the problems in the current system and a compelling vision of what a new organization could be". Organization need to transformational leaders to adopt with this turbulent environment.

iv) Cognitive ability:
Many of the global leadership tasks require a more advanced level of cognitive ability given the complexity of managing the demands of multiple cultures while completing managerial tasks [4]. In today's volatile global environment leaders need to cognitive and prediction ability about crisis that affect organization. Leaders must grasp the impact of event in the early stages of crisis and try to solve and remove it before it growth in organization.

v) Diversity leadership ability:
Diversity represents the multitude of individual differences and similarities that exist among people [1]. One of the most important and broad -based issue currently facing leaders is adapting to people who are different. The term that is used for describing this challenge is workforce diversity. Workforce diversity means that organizations are becoming a more heterogeneous mix of people in terms of gender, age, race, ethnicity, and sexual orientation [12].

As Lothans (2003) states in his book, there are several reason for the emergence of diversity: changing workforce demographics (age, gender, ethnicity, and education), legislation and lawsuits, rapidly growing increase in international business, competitive pressure, and the recognition and desire for diverse viewpoint. Most of these factors are critical and should be considered with organizations and leaders who work globally. Ann Morrison, adversity expert, conducted a study of 16 organizations that successfully managed diversity. Her result uncovered three key strategies for success: education, enforcement, and exposures [1].

C. Personality characteristics
Personality characteristic predispose human to behave in certain ways, given particular situations, to accomplish certain goals, etc. While many personality characteristics exist, research has found that five factors provide a useful typology or taxonomy for classifying them. These five factors have been found repeatedly through factor analyses and confirmatory factor analyses across, time, context, and cultures are labeled "the Big Five" [10]. The Big Five


personality factors are: (1) extroversion (2) agreeableness (3) conscientiousness (4) emotional stability, and (5) openness or intellect. Each of the Big Five personality characteristics has some relation to success of people who live and work internationally [2]. Global leaders to be effective in global leadership tasks need to have these Big Five characteristics.

i) Extroversion:
Extroversion is on a continuum between extravert and introvert. Extraverts are outgoing, like to meet new people, and are willing to confront others [13]. Many of the global leadership tasks have a social component (e.g. Working with colleagues from other countries, supervising, employees who are different nationalities). Extravert have a greater natural ease with social demands and may be more will to put forth the effort necessary to interact effectively with people from different countries [4].

ii) Agreeableness:
Agreeableness includes the traits of being courteous, good-natured, empathic, and caring [11]. Leaders who are more agreeable (i.e. deal with conflict collaboratively, strive for mutual understanding, and are less competitive) report greater cross-cultural adjustment [2] and are likely to have greater success on global leadership tasks involving collaboration (e.g. working with colleagues from other countries).

iii) Conscientiousness:
The conscientiousness personality dimension includes traits related to achievement [13]. Individual who are conscientious demonstrate greater effort tasks commitment [4] and they can be relied on [5]. Global leadership tasks, like managing foreign suppliers or vendors, develop a strategic business plan on a worldwide basis and consequently require more effort and motivation to achieve success.

iv) Emotional Stability:
Emotional stability is universal adaptive mechanism enabling humans to cope with stress in their environment. Given that stress is often associated with leadership in ambiguous and unfamiliar environment emotional stability is an important personality characteristic.

v) Openness or Intellect:
Openness include traits related to being willing to change and try new things [13] and have fewer rigid of right and wrong, appropriate and inappropriate, etc. and are more likely to be accepting of diverse cultures. Global leaders should be openness to deal with hardship in global market and working with colleagues and suppliers and so on.

IV. INFLUENCE OF KSAOs ON THE EFFECTIVENESS OF GLOBAL LEADERS

We can increase effectiveness of global leaders by training and development them. Knowledge, skills and abilities needed to perform the activities of global leaders can be developed through training and development interactions such as didactic learning program, experimental opportunities and intensive experience. This program can increase KSAOs depends on their mutability. Among the KSAOs, knowledge is the most mutable and therefore more likely to be gained through didactic training and traditional developmental opportunities. Personality characteristics are very difficult to develop and change but it is important to select individuals for personality characteristics.

A. Didactic Learning Programs
Didactic learning opportunities for improving KSAOs related to global leadership tasks include cross-cultural training, diversity training, and language training. Working with multinational, multicultural teams is a different skill to learn and not everyone can do it successfully [5].

Cross-cultural training is any types of structured experience designed employees adjust to a foreign culture [1]. Cross-cultural training can help individual behave in a more culturally appropriate manner and develop methods coping with the uncertainty when working with people from different cultures or in foreign countries.

Diversity training should improve the tasks involving intercultural interaction as it is designed to help employees successfully work with a diverse workforce (e.g. subordinates, vendors, co-workers) within the firm. The purpose of diversity training is to develop organization as integrated communities in which every employee feel respected, accepted and valued regardless of gender, race, ethnicity, or other distinguishing characteristic [13].

Foreign language training complements both cross-cultural and diversity training in that it provides employees with language skills that are needed to communicate with co-workers and individuals in other countries.

B. Experimental opportunities:
Knowing is not enough we must apply. Peter Drucker said "you need to develop your leadership skills by doing." Individuals can become better leaders by facing challenges and learning from their experience. In fact most leaders prefer to learn in “real time” in the business setting rather than in a classroom. Action learning, feedback, and coaching have all been used to help leaders develop through practical experience [5]. Skills and abilities difficult to change through solely didactic learning program, organization must use experimental opportunities such as field assignment, individualized coaching, mentoring and immersion programs. These programs are tailored to the individual's strengths and developmental needs for global leadership tasks and often provide greater opportunities for contact with individuals from different countries [4]. Having global experience has moved from desirable to a critical component of a senior leader's development.

C. Intensive cultural experience:
In this program individuals often experience while living and working in another country. In firms, these culturally intensive experiences are often formally called "rotational programs" with the stated purpose of global leadership development. These programs are designed to give high
potential individuals and 2 years in a foreign country before moving to the next location. These rotational programs are generally offered early in managers careers with the hope that the participants in this program will gain the knowledge, skills, and abilities necessary to successfully manage and lead anywhere in the world.

V. CONCLUSION

Choosing global leaders for performing global leadership activities, organization have tow choice: (1) buy assess and select and (2) make (train and develop) the necessary talent leaders. This decision is often bound by time available and the criticality of the task at hand.

Global organization need leaders with requisite KSAOs for perform their tasks but Caligiuri (2006) found that as the strategic importance of the position increases and the time to effective performance decrease the greater firm's the reliance will be on selection (as opposed to development) for managers with the requisite KSAOs, because some traits like personality characteristics and cognitive ability are very hard to change and organization can find and buy leaders with requisite traits. Define the desirable traits, abilities, and values and find them in candidates and retraining skill is expensive and difficult.

In the global leadership context, individual's KSAOs can affect the global performance and their effectiveness. The person with the cultural knowledge, business knowledge, language fluency, cognitive ability and so on can do global tasks and gain developmental opportunities more effective than who has not this skills. For example, the person with knowledge of a given country's culture and fluency in the language would have the ability to develop more quickly in a given country compared to someone without these skills.

Multinational firms today need to integrate the entire global leadership development process into the global business goal of organization. Given that the effective performance of global leadership tasks is critical for multinational firm's future success, it is important for organizations to approach global leadership development from this very strategic and comprehensive approach.

REFERENCES