ABSTRACT

With globalization global leadership is a necessity, as global organizations need to communicate their strategic intent across national borders and create synergetic affects across both cultural and strategic diversity. As there is a larger need for understanding of cultures and surroundings different from the home-country organization, the notion of a global mindset has become more prominent.

Keywords: Leadership; Global Leaders

INTRODUCTION

Global leadership uses global mindset as a necessary competence, global mindset literature use global leaders as a reference frame for explanation. Levy et al. (2007) explicitly state that in their attempt to examine the phenomenon global mindset they exclude topics “[…] such as global leadership, expatriates, and expatriation. Following literature review discloses a focus on global mindset from different level of analysis. Global mindset can be an individual, organizational or a top management concern to study the phenomenon global mindset identifies two theoretical constructs – cognitive complexity and cosmopolitanism – that is frequently used to explain global mindset. These constructs are similar to constructs developed in order to explain global leadership.

REVIEW OF LITERATURE

Globalization is rewriting social expectations internationally (Batstone, 2003 as cited in Dean, 2005, p. 181). It is increasing the capacity and scope of transnational interactions among states and corporations, exposing them to new kinds of challenges and responsibilities (Bartlett & Ghoshal, 2008; Buller, Khols & Anderson, 1991; Lozano & Boni, 2002). An important implication and consequence of the globalization processes is that leaders in all spheres of society are experiencing major changes in their roles (Dean, 2005). Scholars have argued that the leadership paradigm that dominated in the 20th century needs to be transformed to include a new way of thinking/feeling/acting to better fit today’s intensely globalized, competitive and dynamic environment (Adler, 2007, 2009; Bartlett & Ghoshal, 2008; Jeanett, 2000; Werhane, 2007). Despite an increased interest in the field of leadership, it is not yet clear what this „new form” of global leadership ought to include. This issue becomes critical in view of the worldwide shortage of talent, which has made successful leaders sought-after and created an urgency to develop effective global leaders (Economist, 2006; Mendenhall & Osland, 2002). Lassere (2003) appropriately explains that organizations must address the shortage of effective global leaders in order to take full advantage of all the opportunities that globalization has to offer. As scholars have tried to clarify what will address organizational capacity development, it has become clear that there is a need for creating and developing a learning culture, one in which continuous learning is a fundamental strategy of the business (Watkins & Marsick, 1993, 1997). Organizations structured to promote continuous learning have a culture that: values and provides resources and tools.
for continuous learning opportunities for individuals; ensures opportunities for dialogue and inquiry including capturing suggestions for change and improvement; emphasizes team learning and collaboration to promote cross-unit learning; empowers people to enact a collective vision.

Traditionally, the development of global leaders has focused on the role expatriation plays in international subsidiaries. Expatriates are used as a knowledge agent from the parent subsidiary to the foreign subsidiary e.g. agents for transferring knowledge between home and host country (Hocking, Brown and Harzing, 2007:513-4, 518). As international activities grow, there is need for a leader that is able to work in multinational groups and be able to execute corporate global strategies and create common goals for performance achievement. The management is in charge of creating an encompassing strategy, but the leaders are responsible for leading and influencing a diversity of cultures in terms of employees, customers, competitors and suppliers (Bowen and Inkpen, 2009:239).

Globalization has changed leaders into a knowledge worker, a person with the ability to initiate global networking and creation of team-activities (Søderberg and Holden, 2002:109).

Literature on global leadership has focused on the need for successful global leaders in order to be able to survive on a global arena. Competencies and constructs defining global leadership and how global leaders are developed are common focuses. In Stephen L. Cohen’s (2010) postulates that global leaders not only have to be effective in the traditional skills expected but also with additional knowledge, skills and above all mindset to navigate through complexities brought on by moving beyond one’s traditional borders.

Global Competencies, Global Mindset and the Global Leadership Mindset (GLM)

A global mindset essential for global leadership: 1) intellectual capital; 2) psychological capital; and 3) social capital. Intellectual capital refers to the knowledge and understanding of global business, cognitive complexity and cultural acumen. Psychological capital is composed of a positive psychological profile (i.e., self-efficacy, self-confidence, optimism and hope and resilience), cosmopolitanism (e.g., respect for other cultures, openness and sensitivity, flexibility) and a passion for cross-cultural encounters. The three types of social capital (structural, relational and cognitive) reflect participation in social networks, the nature of relationships in those networks, and the shared meanings derived from them. Global mindset mirrors self-confidence balanced by humility and generosity, and like cultural competence and intelligence encompasses skills such as flexibility and adaptability, collaboration and listening (Werhane et al., 2006; Thorn, 2007).

![Global Leadership Mindset (GLM) Model](image)

The GLM model has the following three dimensions integrated by the learning process: 1) Orientation which is a way of being that includes elements of openness, collaboration, awareness, mindfulness, appreciation, flexibility and cosmopolitanism; 2) Knowledge defined as a cognitive structure consisting of sense-making, systems thinking, integration, selection, analysis, imagination, reasoning, intuition, perception and judgment; and 3) Behavior, an enactment of orientation and knowledge, which includes a propensity to engage, be curious, have the ability to build emotional connections, demonstrate global business savvy, exhibit cultural awareness and appreciation, balance tensions, evidence visioning, and cope with the speed of changing events and technologies. Learning is
understood as the process that fully integrates the three components of GLM, as they are embedded in others environment.

OBJECTIVES

1. Intercultural Competence
2. Building a high performance culture in a global environment
3. Global Mindset
4. Leading in a global matrix environment
5. Broad frame of Mind
6. Leading a virtual, remote team

METHODOLOGY

Globalization has affected national boundaries, influenced national cultures and provided new challenges for businesses. The need to interact within a multicultural environment provides new challenges not only for businesses, but also for business research. Global mindset and global leadership are two phenomena that are on the research agenda due to globalization. The understanding and use of these two phenomena are necessary to put words on the new challenges encountered.

The two terms global mindset and global leadership are two phenomena, which have been used in order to describe personal and organizational ability to succeed in a global environment. Deriving from two different grand theories, leadership and cognitive psychology respectively, global leadership and global mindset aims at describing personal skills and attitudes towards understanding and creating a social reality.

DATA ANALYSIS

The concern using secondary data, as a primary resource for knowledge is the fit of the data obtained (Witheside, Mills and McCalm, 2012:506). As the primary concern of this thesis will be on the theoretical understanding of the two phenomena, the primary data collection of the sources used will not be tested and reused. The use of secondary data as a theoretical basis is to provide an understanding of how global mindset and global leadership are defined, what constructs they constitute of and how they are proposed developed. Based on this and led by a social constructivist understanding of knowledge creation, a correlation between the two phenomena should be clarified. A clarification, that needs to be tested as this thesis is limited by the lack of primary data collection.

Secondary data is found using two search engines, Google Scholar and Aalborg University Library. Searching for keywords such as ‘global leaders’, ‘global leadership’, ‘global leadership development’ ‘global managers’, ‘global mindset’, ‘global mindsets’ and ‘global mindset development’ where used in order to create a general understanding.

The global mindset and global leadership literature has a myriad of concepts explaining the two phenomena. Global mindset is also used as a construct explaining global leadership, adding to the confusion of what global mindset and global leadership is. Hence, the need for a theoretical contribution, using existing literature is required. This will hopefully aid to clarify the use of the two phenomena in literature and see how these two are related to each other.

CONCLUSION

Respondents indicated that knowledge was an essential component of the requirements for global leadership. This could be further split into three different types of knowledge, namely knowledge related to cross-cultural issues, the global environment and self-knowledge. The importance of the former two types has already been highlighted adequately in international business literature. It is important to note that knowledge of the environment leads to an acute formulation and implementation
of the change within organizations. The latter (i.e. self- knowledge) has received less attention in the literature. We found that it included a greater self-awareness, and related to willingness and enthusiasm for learning, which previously has been cited as a critical aspect of global leadership. As one of the leaders noted “I think it's starting to know and understand your limitations - is very important.” Another leader observed that one of the requirements “which is incredibly important that people can miss is the value system. You really need to know who you are. You need to know who you are, you need to know the value systems that you have, and you need to know the value systems of your company and of your industry. And you need to know where boundaries lie, and they need to be very, very clear boundaries.

Thus, researchers and practitioners should continue their quest of understanding the rapidly shifting needs of global leaders and organizations and developing environments supporting the health and well-being of all.

REFERENCES


