

Chapter 2

Globally Intelligent Leadership: Toward an Integration of Competencies

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The business men and women of today are dealing with unique work contexts that a few decades ago were not prevalent. With advanced communication and transportation technologies facilitating global interconnectedness, globalization is altering today's working world. With these developments in the workplace, research fields such as Industrial-Organizational Psychology are needing to adapt to changing times. Research has greatly increased on culture and its effect in the workplace, "perhaps the result of globalization's emergence as the most significant change shaping today's work environment, forcing individuals, teams, organizations, and nations to adapt or become dinosaurs" (Erez 2011, p. 838).

The managers or leaders of this contemporary global workforce are facing novel issues due to cultural diversity. Naturally, some managers are able to handle these issues better than others. Much research has been conducted in an attempt to describe exactly what those abilities are—whether it is a form of intelligence, a style of leadership, a personality trait, or a combination of these factors. Thanks to the extensive Global Leadership and Organizational Behavior Effectiveness (GLOBE) project, we know that preferred styles of leadership vary across cultures (House et al. 2004).

To this point, most research on global leadership has dealt with a variety of competencies that would be beneficial for leaders. A literature review by Jokinen (2005) describes previous research on global leadership as "dispersed" and far from clear. The supported indicators of global leadership are typically looked at on an individual basis, and should be looked at in conjunction with one another. This chapter aims to bring different areas of research together theoretically in order to

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provide a more parsimonious and practical understanding of the most critical competencies for global leadership. A few researchers have developed frameworks that pinpoint competencies for global leadership, but many of them cite very specific factors that fall short of encompassing all of what it means to be an effective global leader. Although there have been a few integrative frameworks of global leadership competencies published (e.g., Jokinen 2005; Kim and McLean 2015), the framework put forth in this chapter goes beyond these works because it uses multiple well-established, conceptually solid predictors of global leadership, breaks them apart, and systematically recategorizes them in order to build a simplified model of the constructs that predict relevant effectiveness. In other words, the current model takes a step back to analyze the bigger picture of global leadership assessment to determine any overlap between a few existing global leadership predictors and continue to narrow the focus on what constitutes global leadership competency.

To begin, we provide an overview of the literature connecting global leadership effectiveness and several key antecedent constructs: cultural intelligence, emotional intelligence, and personality. Following this review, we introduce and build the case for a new theoretical framework in an attempt to target the competencies that distinguish an effective global leader. For the purposes of this chapter, a global leader will be defined as any individual working in a managerial position who is needed to make desirable changes and motivate employees to work together toward a common goal in an organization that operates in two or more countries.

The new framework, called Globally Intelligent Leadership (GIL), endeavors to tap into the underlying capabilities of effective global leadership by synthesizing several antecedents that have been found to be related to leadership effectiveness: cultural intelligence, emotional intelligence, and personality. Cultural intelligence allows an individual to deal effectively in settings of cultural diversity. We posit that a manager who is culturally competent and is working in cross-cultural settings would be able to lead more effectively than a manager who is less culturally competent. Emotional intelligence has been primarily supported as a predictor of domestic leadership effectiveness given it was not originally developed as a cross-cultural measure. However, given that accurate emotion recognition and management is critical to effective interpersonal interactions, it is expected that emotional intelligence will be beneficial for global leadership. It is possible this relationship has not been established because the existing measures of emotional intelligence are not designed to be used across cultures. However, the literature review by Jokinen (2005) found that emotional intelligence does appear to one of the major components of global leadership competency. Finally, various personality traits have been linked to effective leadership, and to global leadership in particular. For this reason, personality will be included in the development of GIL. The following sections will provide a more in-depth overview of the established literature regarding the predictors of global leadership effectiveness, with a particular emphasis on the three constructs integrated in the GIL model.

Predictors of Global Leadership Effectiveness

Before narrowing our discussion down to the three key competency-based predictors that make up our theoretical model, we first review the research on antecedents of global leadership effectiveness more generally. It is important to note that even the few well-supported predictors of global leadership effectiveness, such as cultural intelligence and personality, are not all-inclusive when it comes to assessing global leadership. Specifically, a lot of research has focused on how these factors predict cross-cultural adjustment (i.e., the extent to which an expatriate adjusts to the overall, interpersonal, and work contexts during an expatriate assignment), which in turn would provide a number of benefits in the workplace, including more effective leadership. Better adjustment will facilitate better work performance and leadership due to increased communication and decision-making among other enhancements.

Two of the relevant variables that have been shown to relate to global leadership effectiveness could be argued to be basic underlying enabling factors: general IQ and experience abroad. General IQ could be argued to predict essentially all types of performance, and is in no way unique to global leadership. Rockstuhl et al. (2011) reported that general IQ predicted both domestic and global leadership effectiveness. It is, however, a necessary enabling mechanism for global leadership, as it enables a person to develop global leadership competencies because having a higher IQ means having a higher capacity to develop those competencies. Similarly, experience abroad acts as an influential external factor, but because it is not something inherent to the individual, it is definitionally not a competency. Rather, experience abroad represents a learning opportunity that, when combined with high IQ, leads to the development of global leadership competencies. On examining cross-cultural adjustment of expatriates, Takeuchi et al. (2005) posited that previous international experience helps individuals behave appropriately in different cultures by providing a deeper understanding of global behavior and different ways of thinking. Essentially, people with high IQ and certain personality traits that have experience abroad will develop higher cultural and emotional intelligence over time. In sum, high IQ combined with experience abroad enable the development of global competencies.

Several other variables have been researched that could potentially impact global leadership effectiveness. Bhaskar-Shrinivas et al. (2005) promoted self-efficacy as a key factor in international adjustment, as well as support from leaders and coworkers and available resources. They defined self-efficacy as an individual's belief in their own ability to carry out any plan of action (Bandura 1977). Palthe (2004) found further evidence that self-efficacy can be an important factor in cross-cultural adjustment, along with: learning orientation, parent and host company socialization, family adjustment, work, and nonwork variables. Learning orientation could be argued as similar to the personality trait of openness to experience, which will be included as part of the proposed GIL framework. Most of these other variables are external or contextual factors, which fall outside of the

scope of this chapter's focus on competencies. We argue that a focus on competencies has more utility for organizations because they represent assets that can be focused on during selection or training, whereas the external and contextual factors are often less controllable and, therefore, represent less of an opportunity for organizations to improve global leadership effectiveness.

Without a doubt, there exist a number of other factors that could potentially influence a leader's functionality across borders, but a thorough review is outside the scope of this chapter. Consequently, the theory presented in this chapter combines three particular competency-based predictors that we expect to be critically important: cultural intelligence, emotional intelligence, and personality. To see a more comprehensive list of variables that have been claimed as relevant to global leadership effectiveness, we refer you to the literature reviews of Jokinen (2005) and Kim and McLean (2015). Before providing a detailed description of the GIL framework, the existing research on each of the underlying competencies that were combined to create the framework is reviewed in order to illustrate the importance of these competencies to global leadership effectiveness.

Cultural Intelligence

Earley and Ang developed the concept of cultural intelligence (CQ) in 2003 and used it to describe an individual's capability to function effectively in cross-cultural settings (Ang 2011). The construct was broken down into four components: (1) metacognitive, "an individual's level of conscious cultural awareness during cross-cultural interactions," (p. 584) (2) cognitive, the knowledge of a culture, including social norms, values, and practices, (3) motivational, the ability to focus attention on functioning effectively in cross-cultural settings, and (4) behavioral, the capability to display appropriate actions during cross-cultural interactions (Ang 2011).

A book chapter written by Ng et al. (2012) provides a comprehensive review of cultural intelligence. The authors cite personality traits and international experience as antecedents of CQ. Additionally, Ng et al. (2012) provide a breakdown of the various outcomes of CQ: (1) cognitive, which includes cultural judgment and decision-making, (2) psychological, including general, work, and interaction adjustments, (3) behavioral, such as frequency of interactions and integrative and cooperative management behaviors, and (4) performance, which includes general job and adaptive performances, negotiation, and leadership. Of crucial significance here is the in-depth discussion of the empirical evidence, both quantitative and qualitative, found asserting effective global leadership as a well-supported outcome of CQ (Ng et al. 2012).

A number of studies have found CQ predicting effective global leadership. Rockstuhl et al. (2011) argued that cultural intelligence is "a critical leadership competency for those with cross-border responsibilities" (p. 825). They tested this hypothesis in a sample of Swiss military officers with both domestic and

cross-border leadership responsibilities and found that EI was a stronger predictor of domestic leadership effectiveness, while CQ was a stronger predictor of cross-border leadership effectiveness (Rockstuhl et al. 2011). Dean (2007) and Deng and Gibson (2008) included qualitative interviews with global leaders that resulted in accounts of the significance of CQ when managing culturally diverse employees. Elenkov and Manev (2009) found CQ enhanced the effect of transformational leadership on organizational innovation. The literature supports the notion that an individual who is better able to function effectively in cross-cultural settings is naturally better able to lead effectively in cross-cultural work settings.

CQ is key in global leadership because it enables the leader to operate effectively across borders. As reviewed above, there is substantial evidence supporting the construct CQ as a whole, as well as its individual components of CQ, as valid predictors of effective global leadership. Various reasons behind this positive relationship include: setting culturally appropriate goals, achieving clarity in leadership, and implementing more innovations (Ang 2011). Ultimately, cultural intelligence gives leaders an advantage when working on a global platform.

Emotional Intelligence

Models for emotional intelligence (EI) are either based on various abilities regarding emotions or on a more “mixed” basis, including traits and competencies (Walter et al. 2011). The first is based on Mayer and Salovey (1997), which describes EI as a set of emotional abilities. These abilities include perceiving, using, understanding, and managing emotions in oneself and others. The second description was popularized by Goleman (1998) and Bar-On (2000) and is broader. This “mixed” model of EI includes dispositions, competencies, and perceptions that together make an individual more effective at managing emotions. Goleman (1998) included five components of EI for an effective leader: self-awareness, self-regulation, motivation, empathy, and social skill. Self-awareness refers to the perception or understanding of oneself, including emotions, strengths, and weaknesses, and then how those variables affect others. Self-regulation is an ability related to managing emotions in oneself and in one’s relationships. Motivation describes qualities like commitment, positive outlook, and desire to achieve without money or status as the objects of the motivation. Empathy refers to an understanding of others’ emotions and having the appropriate reactions to those emotions. Finally, social skill is a proficiency in building and maintaining relationships. Using either model, much research has examined EI as it relates to many organizational outcomes.

EI was not originally developed within the context of cross-cultural research, and consequently, there is more literature supporting EI as a domestic indicator. The relationship between EI and general leadership effectiveness shows positive association and “promising results” (Walter et al. 2011). A literature review by Khalili (2012) provides a summary of the significance and utility of EI. Khalili

(2012) found research on EI to indicate that individuals high in EI are seemingly more successful both in the workplace and outside of it for a number of reasons, including lower stress and higher job satisfaction, organizational commitment, and leadership, to name a few. Furthermore, EI predicted these outcomes beyond general IQ. Leaders high in EI are at an advantage because they can establish trust, respect, and close relationships with employees that lead to enhanced effectiveness (Khalili 2012). These developments can theoretically translate across cultures due to the benefits of interpersonal skill in management both domestic and abroad. Establishing trust, respect, and close relationships with employees could help a cross-cultural manager become an effective leader by gaining the support of employees. Additionally, leadership and EI logically correlate because a leader's effectiveness in part has to do with how well they can manage social interactions and conflicts in the workplace.

Numerous studies have supported the link between EI and leadership effectiveness (George 2000; Rosete and Ciarrochi 2005; Ramchunder and Martins 2014). Rosete and Ciarrochi (2005) discovered that higher EI was associated with higher leadership effectiveness, and more so than either personality or general IQ. When they examined the relationship between self-efficacy, EI, and leadership effectiveness, Ramchunder and Martins (2014) found a significant positive relationship. Furthermore, Humphrey (2002) described leadership as an intrinsically emotional process since leaders tend to recognize, evoke, and manage followers' emotions. EI has the potential to be a useful intelligence in leadership, both domestically and internationally, because this intrinsically emotional process occurs across leadership contexts. However, thus far, the literature has suggested limitations in applying EI to cross-cultural contexts despite the clear conceptual relevance. We argue that despite these mixed findings, EI is likely to be extremely critical for global leadership effectiveness, and that more research is needed to explore culturally embedded conceptualizations and measures of EI.

As an example of those limitations, Reilly and Karounos (2009) found that EI is valued cross-culturally more than other skills, including technical and cognitive skills, especially regarding social skill. However, their study could not support EI as a predictor of leadership effectiveness across four different cultural settings. Their results suggest that EI has potential to be a cross-cultural construct, but for reasons unstudied, falls short of being a dependable predictor of leadership effectiveness. Despite the negative findings from Reilly and Karounos (2009), other research has found EI to be valuable in global leadership. For example, Jassawalla et al. (2004) found EI to be an important consideration when selecting expatriate managers. A study of managers across the U.S., the U.K., and Malaysia by Shipper et al. (2003) found a positive relationship between manager effectiveness and EI, specifically the self-awareness component of EI. Furthermore, De Vries and Florent-Treacy (2002) mentioned that global leaders need a competency akin to "emotional global intelligence" but do not elaborate on what specifically that entails.

EI has faced further empirical examination on a cross-cultural basis uncovering some interesting relationships. Gabel-Shemuely and Dolan (2011) examined the

link between EI and cross-cultural adjustment, finding a positive relationship. Specifically, EI was most strongly related to interactional adjustment. Building on that link, Lillis and Tian (2009) posited that individuals with higher EI are more likely to perceive ‘context-driven emotion patterns’ and this perception leads to better situational adaptation. Their main assertion is that in international business communications, EI would be an advantage due to increased comprehension of emotional dynamics while managing a culturally diverse workforce (Lillis and Tian 2009). The benefits of EI reach across borders due to its enlightenment of interpersonal interactions.

A book chapter on EI across cultures by Ekermans (2009) provides an in-depth review of cultural differences, such as values, when assessing EI and research needs. They caution that although EI measures are increasingly being used across the globe, future research needs to explore bias and equivalence across cultures in order to validate interpretations (Ekermans 2009). A further suggestion of the cultural potential of EI can be taken from Sharma et al. (2009) who, on exploring the future research needs surrounding EI, strongly recommended a measure of culture-specific EI. This recommendation was based on the idea that although EI does not have substantial validity yet for cross-cultural applicability, it could still be relevant and future research should explore this connection. Therefore, a separate measure should be developed that takes the construct of EI and globalizes it.

Given this research, certain components of EI may be more relevant regarding global leadership, specifically the social skill and self-awareness components. More research in this area would help clarify any relationships. Although the research linking EI to global leadership effectiveness could be stronger, EI has the potential to be a beneficial competency theoretically. Additionally, Forsyth (2015) explored the differences between EI and CQ in cultural situations, noting there are some cultural situations where emotions are not necessary. The aforementioned study by Shipper et al. (2003) also found that the relationship between EI and managerial effectiveness varied across cultures depending on what was valued in interactions (i.e., power distance). These discrepancies may be explained by the fact that cultures can differ significantly, and what may be valued in one country could be insignificant in the next. Therefore, it is important to keep in mind that although EI could be a predictor of effective global leadership, that prediction may vary significantly depending on the cultures involved.

Personality

The last predictor of global leadership effectiveness to be reviewed in depth is one that can be used as a predictor in a variety of work settings: personality. The Big Five personality model has been strongly correlated to leadership, with specific evidence that extraversion is the most consistent correlate (Judge et al. 2002). On a cross-cultural platform, Silverthorne (2001) conducted a study to examine the relationships between the Big 5 Personality traits and leadership effectiveness. His

results demonstrated that there are some consistencies, but the Big 5 vary as it concerns leadership effectiveness across cultures. Specifically, he found that effective leaders were more extraverted, more agreeable, more conscientious, and less neurotic (Silverthorne 2001). Additionally, openness to experience has been supported as a predictor of cross-cultural adjustment (Huang et al. 2005). This is most likely because an individual who is open to new experiences is less judgmental, more curious, and ready to adapt to and appreciate a different environment.

Hogan and Benson (2009) wrote of review of personality as it predicts global organizational effectiveness via leadership. Their first assertion is that leadership is a function of personality. Hogan and Benson (2009) tie personality to leadership in the form of four competency domains that build upon in each other in a developmental sequence: (1) intrapersonal skills, (2) interpersonal skills, (3) technical skills, and (4) leadership skills. The logic here stems from Hogan and Kaiser (2005) in their article on leadership that posits “personality predicts leadership—who we are is how we lead” (Hogan and Kaiser 2005, p. 169).

Although lacking in consistency, there is sufficient evidence to say personality traits are related to global leadership effectiveness. More research in this area would greatly enhance our understanding of personality in this setting. However, personality predictors for a global leader will most likely vary depending on the specific cultures involved, which makes predictions regarding exactly which personality dimensions are most desirable difficult to make. Personality also relates to the constructs of EI and CQ, which our previous discussions clearly link to effective global leadership. Specific to cross-cultural settings, openness to experience has been found as highly correlated to CQ (Ang et al. 2006).

Integrative Research

As mentioned previously, CQ is defined as an individual’s capability to function effectively in cross-cultural settings and EI is defined as perceiving, using, understanding, and managing emotions. In other words, these constructs show considerable definitional overlap. They both tap into similar competencies that are related to global leadership because the abilities in both constructs are useful in interpersonal relationships. The two intelligences form part of an individual’s perspective and experience in the world—their awareness of both self and surroundings and their understanding and skill when interacting with others. EI and CQ could interact with each other, enhancing certain elements of each intelligence in turn. Parts of EI, such as social skill and self-awareness, could benefit an individual when connecting with others and maintaining relationships in settings of cultural diversity.

Looking at the sub-dimensions of each construct, there are clear theoretical connections. The self-regulation aspect of EI can be seen as similar to, or the same as, behavioral CQ because they both refer to the ability to self-regulate one’s behavioral impulses in order to engage in a culturally appropriate behavior. The only difference is that self-regulation in EI is focused on emotional display

behaviors only, whereas the behavioral CQ is broader and includes other nonemotional cultural behaviors as well. In other words, the underlying concept for both is behavioral self-regulation. Therefore, we argue that these constructs can be combined into one dimension that represents both emotional and other behaviors. Self-awareness and social awareness are both aspects of different models of EI which could relate to metacognitive CQ, a conscious cultural awareness. Being aware of one's self and perceptive of one's social surroundings could be expanded to a cross-cultural setting by picking up on cultural differences. Both CQ and EI include a motivation component. It follows logically that commitment, positive outlook, and desire to achieve would translate into the motivation to function effectively across cultures as well. Research has been conducted comparing the components of EI and CQ that affirm some of these logical connections.

Moon (2010) found that specific factors of EI are related to specific factors of CQ. He posited that "since EQ [EI] is the capacity for identifying one's and others' emotions, for motivating oneself, and for managing emotions effectively in oneself and others, this capability can have an influence when interacting with people from different cultural backgrounds" (Moon 2010, p. 882). His results show many relationships between components: (1) self-awareness (EI) and metacognitive CQ, (2) self-management (EI) and metacognitive, cognitive, and behavioral CQ, (3) social awareness (EI) and motivational and behavioral CQ, and (4) relationship management (EI) and metacognitive, behavioral, and motivational CQ. These links give us evidence that overlap does indeed exist between CQ and EI. Moreover, Lin et al. (2012) discovered that EI positively moderated the relationship between CQ and cross-cultural adjustment. In other words, an individual would be most prepared to work cross-culturally if they were both emotionally intelligent and culturally intelligent.

As a strong leadership predictor, personality has also been included in the development of this framework. Specific traits have been correlated with different components of both the EI and CQ constructs. Specifically, Ang et al. (2006) found links between: (1) conscientiousness and metacognitive CQ, (2) agreeableness and emotional stability with behavioral CQ, (3) extraversion with cognitive, motivational, and behavioral CQ, and (4) openness with all four factors of CQ. These findings suggest that "openness to experience is a crucial personality characteristic that is related to a person's capability to function effectively in diverse cultural settings" (Ang et al. 2006, p. 100).

At the same time, measures for EI and personality have been interpreted as overlapping empirically (Matthews et al. 2002). Van Rooy and Viswesvaran (2004) discovered that EI and personality "appear to be more highly correlated than many researchers would prefer" (Van Rooy and Viswesvaran 2004, p. 86). Given these correlations, personality traits were included in the foundation of GIL alongside EI and CQ. As reviewed earlier in this chapter, personality traits have proven pertinent when measuring leadership effectiveness, including global leadership. Given these conceptual connections and overlap, EI, CQ, and personality were integrated to reduce problematic construct proliferation and to theorize a new more parsimonious framework examining global leadership competency. Given the role of intelligences

in the foundational theories, we call this framework “Globally Intelligent Leadership” (GIL).

Globally Intelligent Leadership

It is important to note this is not the first framework that has aimed to consolidate the literature surrounding global leadership, and it is likely to not be the last. We will briefly discuss other existing integrative frameworks for comparative purposes. The integrative framework developed by Jokinen (2005) includes three different types of competencies, similar to the structure of GIL. Those categories include: (1) self-awareness, engagement in personal transformation, and inquisitiveness, (2) optimism, self-regulation, social judgement skills, empathy, motivation to work in international environment, cognitive skills, and acceptance of complexity and its contradictions, and (3) social skills, networking skills, and knowledge (Jokinen 2005). These variables show considerable overlap with the components of CQ, EI, and Big 5 personality. Similarly, the framework created by Kim and McLean (2015) includes three levels: (1) core traits, (2) personal character, and (3) dimensions of ability. Again, these components can essentially be seen as subsumed within the GIL framework and essentially represent a different structure for modeling the same aspects global leadership competency. However, this framework does not seem to address the aspect of knowledge as it relates to global leadership effectiveness. The GIL framework is more systematic compared to existing frameworks because we explicitly started with conceptually well-established predictors of global leadership effectiveness, broke them down to their constituent components, analyzed definitional and conceptual overlap using a matrix approach, and then systematically recategorized them into overarching themes that ultimately reduced the complexity of a global leadership competency model while still representing the key overlapping constructs that impact global leadership effectiveness.

The Ang (2011) model of cultural intelligence was the particular approach included in the development of our GIL framework, but there are several other models of cultural intelligence which are composed of similar breakdowns. The model of Thomas and Inkson (2009) cites three components necessary for the development of cultural intelligence: knowledge, which is general knowledge of culture, how it can differ, and what it affects; mindfulness, which is an ability to reflect and pick up on cues in cross-cultural situations, including self-awareness, and; skills, which is knowledge and mindfulness put into action by displaying appropriate behavior. The resemblance of this model to the GIL framework reflects the applicability of categorizing CQ in such a way. Additionally, Plum (2008) broke cultural intelligence into three dimensions: emotional, or intercultural engagement; cognitive, or cultural understanding, and; action, or intercultural communication.

Because the approach of GIL is to start from all-inclusive constructs and then narrow those down into a more concentrated framework, Goleman’s (1998) broader

Table 2.1 Sub-dimensions of GIL with EI, CQ, and personality constructs

Globally intelligent leadership			
	Mindset	Skill	Knowledge
EI	Motivation Empathy	Self-regulation Social skill	Self-awareness
CQ	Motivational	Metacognitive Behavioral	Cognitive
Personality	Openness to experience Conscientiousness Extraversion Agreeableness Neuroticism		

and more all-embracing “mixed” model of EI was chosen. This EI model has five components: empathy, motivation, self-awareness, self-regulation, and social skill (Walter et al. 2011). The CQ construct chosen is that described by Ang (2011), composed of four competencies: behavioral, cognitive, metacognitive, and motivational. Finally, in regards to personality, we opted to use the five factor model including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The 14 different subcomponents of EI, CQ, and personality are separated and recategorized into three sub-dimensions within GIL: mindset, skill, and knowledge. For a visual breakdown of EI, CQ, and the Big Five into the mindset, skill, and knowledge categories of GIL, see Table 2.1. The categorization of the components will now be explored in more detail.

Global Leadership Mindset

The first sub-dimension, mindset, refers to the underlying traits and attitudes that a person holds that act as the motivation or openness to behave in a manner that could be described as globally intelligent. Traits refer to a person’s enduring characteristics or dispositions which become apparent in their behavior. The components of both EI and CQ constructs were spread across all three sub-dimensions while the personality traits, given they represent only underlying dispositional traits, were all categorized as mindset. We suggest that the EI component of motivation falls under the mindset sub-dimension because the internal desire to exert effort for reasons beyond either money or success is necessary for an individual to establish the appropriate attitudes toward becoming an effective global leader. Empathy is also placed in this category because understanding others’ emotions prepares the individual to produce the appropriate behaviors and use any existing knowledge.

Given the aforementioned framework comparisons, the CQ construct is more feasibly sorted into the mindset, skill, and knowledge sub-dimensions even when using Ang’s (2011) model. Motivational CQ is classified as a mindset component

because, similarly to motivation in EI, the ability to focus one's attention on effective functioning gives an individual the appropriate attitude to act in the appropriate manner. On a similar note, all five personality traits of the Big Five construct are organized into the mindset sub-dimension because personality composes the underlying traits that a person holds. As mentioned earlier, Hogan and Kaiser (2005) promoted this link with "who we are is how we lead" (p. 169).

An individual's personality is directly linked to the other components of mindset: motivation (EI) and motivational (CQ). The trait most logically related to global leadership would be openness to experience. This trait is arguably similar to motivation in EI and motivational CQ because it captures the commitment and positive outlook that are part of the definition of the motivation component. As noted under the review of personality as a predictor, Silverthorne (2001) correlated the other four personality traits with global leadership effectiveness. Conscientiousness, similar to motivation, encompasses an achievement orientation and the desire to do one's work thoroughly. This mindset aspect with openness to experience is tied very closely to the motivation referred to in EI and CQ. As leaders, extraverted individuals are more at home interacting and managing people. Extraversion is a component of the mindset sub-dimension because it allows an individual to build off of that orientation toward engagement with others. More agreeable individuals working cross-culturally excel as leaders by valuing harmony and cooperation and being able to build trust with coworkers, an asset in leading employees with potentially diverse cultural backgrounds. Finally, low neuroticism would be an essential aspect of a global leader's mindset because any emotional instability would be detrimental to leadership effectiveness. Collectively, we suggest these five personality traits along with the motivational components of EI and CQ can be condensed into an overarching construct that we label mindset.

Global Leadership Skill

The second sub-dimension, skill, encompasses any proficiency developed with experience and training relevant to carrying out globally intelligent behavior. This is a distinct category because mindset reflects more of the underlying characteristics that form the foundation an individual's perspective and motivation, knowledge refers to the factual information one retains about culture and oneself, and skill reflects a behavioral dimension that can be seen as the mindset and knowledge components being put into action. Skills have the potential to develop from experience and training, but are also reflective of an individuals' natural capabilities.

The EI component of self-regulation is categorized as a skill because it is the behavioral ability to manage emotions which is reflected in displaying appropriate behavior. Similarly, the social skill component of EI is defined as proficiency in building and maintaining relationships. In other words, this component is essentially referring to a person's ability to behave in certain ways that are conducive to

building and maintaining relationships, such as regulating emotions as necessary, and behaving in culturally appropriate ways so as not to offend and alienate others. Therefore, it is clear that social skill has considerable overlap with the other skill-based components of CQ, including metacognitive and behavioral CQ.

The placement of metacognitive CQ in the skill sub-dimension is supported by the development of strategies and rules for social interaction that are keys to the consciously aware interactions of metacognitive CQ and, in this perspective, could be comparable to a social skill. Metacognitive CQ is akin to cultural mindfulness. It implies control over one's own thoughts and learning. Having this mindfulness while interacting with others increases one's ability to control the interaction and behave in the desired manner. Mindfulness could be considered an aspect of mindset; however, the use of metacognitive CQ is in employing strategies during social interactions and, therefore, it falls closer to a social skill than a part of the individual's underlying mindset. Another argument for this distinction would be that metacognitive CQ is a conscious activity while the motivation and personality of an individual are less conscious. Behavioral CQ is more clearly categorized as part of skill because the capability to display appropriate actions is akin to a proficiency that produces the correct behavior. Like self-regulation, which enables an individual to control their own emotions, behavioral CQ is the control over one's actions. Therefore, these are categorized as skills that enhance social interaction and ultimately enhance leadership effectiveness.

Global Leadership Knowledge

The third and final sub-dimension, knowledge, refers to the theoretical and practical understanding of the self and of the relevant culture or cultures, which allow for a leader to use their skills to act upon the globally intelligent mindset. Knowledge can be gained by learning through personal experience, experiences of others, or in more formal educational settings. The EI component of self-awareness is placed in knowledge because it involves the knowledge or understanding of oneself through identifying one's own emotions. This awareness is most likely inherent in an individual or developed over time but nonetheless represents an individual retaining self-knowledge that would be useful when working cross-culturally and aiming to manage others in diverse settings. Cultural awareness would follow as an extension of self-awareness once an individual is aware of their own values, beliefs, and perceptions on a cultural level. This knowledge is crucial when working cross-culturally.

Knowing oneself prepares an individual to accept and partake in the culture of others. Building on knowledge of self, cognitive CQ, defined as the knowledge of a culture, also belongs in the knowledge sub-dimension, which includes in its definition the knowledge of culture. Without insight or comprehension of the relevant cultures being dealt with, an individual is left blind. Being aware of the values and beliefs of coworkers or subordinates is advantageous when trying to manage a place

of work. Self-awareness and cognitive CQ are the only two components placed in this sub-dimension. Knowledge of both the self and the cultures involved is crucial to cross-cultural success. Without a strong knowledge background, an individual would have a limited reach of effectiveness. All three sub-dimensions of the GIL framework are essential to the overall development of effective global leadership. Without any one of them, a leader's success would be severely hampered.

Implications and Future Research

Assessing global leaders for the three underlying components of the GIL framework is a useful step toward getting a grasp of what it is that makes some leaders more effective than others in today's business world. This consolidated framework provides an integrated simplification of several of the multidimensional and abstract constructs from the scattered research on global leadership capabilities. It is an integration of several topics that are often discussed separately. Furthermore, the GIL framework could aid in the development of global leadership research that examines those capabilities and traits that set up some global leaders to be better able to handle their responsibilities than others.

To demonstrate how this new framework could aid in predicting global leadership success, we introduce a predictive example of related behaviors (Fig. 2.1). We posit that the mindset, skill, and knowledge competency sub-dimensions of GIL will predict both transformational leadership and cultural adaptability, which represent two critical behavioral outcomes that will ultimately lead to more effective global leadership. Transformational leadership is exemplified because there is indication for its universality as a leadership style (House et al. 2004; Reilly and Karounos 2009). Based on Bass (1985) construct, transformational leadership describes leaders who aim at increasing subordinates' awareness of valued outcomes by elevating their needs and motivating them to work beyond their self-interests (Bass 1985).

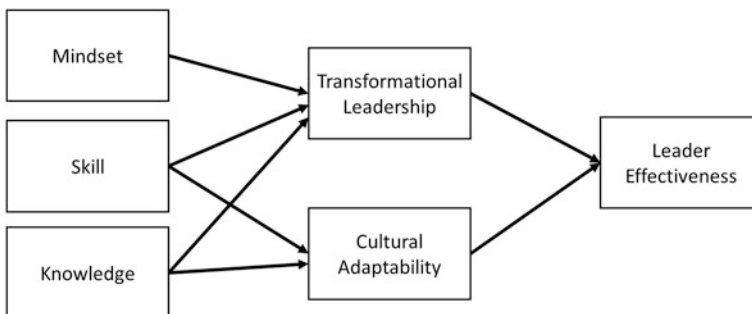


Fig. 2.1 Example predictive model of GIL competencies leading to effectiveness

The GIL sub-dimension of mindset would increase the likelihood that the leader would be motivated to inspire their diverse followers to work beyond their self-interests. Being proficient in the relevant skills in the GIL sub-dimension means the leader is more capable of enacting the culturally appropriate transformational leadership behaviors. For example, the individualized attention and consideration as a part of transformational leadership may be perceived differently across cultures and having the social skills, self-regulation, metacognitive CQ and behavioral CQ skills would make those transformational leadership behaviors more effective and culturally appropriate. Similarly, self-awareness and knowledge of the culture would enhance transformational leadership by enabling the leader to apply their inspirational talents in such a way to build off of local values and beliefs.

The second predicted variable, cultural adaptability, refers to the ability to alter behaviors in the appropriate manner that would lead the individual to function effectively in settings of cultural diversity. This behavior has been strongly linked to cultural intelligence in previous research (Ng et al. 2012) and it would follow that GIL would also be positively associated to cultural adaptability. Adapting to a new and unfamiliar setting would be facilitated by a personality that is open to experience, conscientious, agreeable, extraverted, and emotionally stable. Similarly, an individual would need the motivation to adapt in order to be successful. Having the skills of both EI and CQ would benefit an individual by aiding in all social interactions, making adjustment, and especially interpersonal adjustment, an easier process. Finally, knowledge of both oneself and the relevant cultures would be crucial to cultural adaptation because knowledge would help an individual get settled and be more receptive to the new environment. Practically speaking, knowledge of a new culture would come in handy in a variety of situations such as being aware of the social connotations of certain meals or coffee breaks. Both transformational leadership, as a universally preferred style of leadership, and cultural adaptability, would ultimately result in a more effective global leader. Given the potential predictive links between the framework and these behaviors, we argue that GIL would predict global leadership effectiveness.

The framework put forth in this chapter represents a conceptual starting point, and extensive further research is necessary to develop a consolidated measure for the three competencies of this framework. This process could begin with examining conceptual and statistical overlap between existing well-validated measures of CQ, EI, and personality. Following elimination of any redundant or repetitious items, these measures could be adapted into a consolidated scale and tested for reliability and validity. As mentioned throughout the chapter, future research would greatly benefit from the development of a more parsimonious measure that can assess global leadership competencies in a more concise and feasible manner. The research is quite scattered at the moment with a plethora of variables declared as having predictive value for global leadership effectiveness. Condensing the current theories and measures would help researchers uncover the core competencies. Therefore, research that compares current predictors to each other in search of any empirical or theoretical overlap would benefit that consolidation.

Because GIL takes broad constructs and attempts to narrow them to a smaller set of core underlying dimensions, this abridged theoretical framework is a step in the direction of figuring out what it is that truly makes some global leaders more effective than others. “Of crucial importance is our understanding of the leadership characteristics that contribute to global leadership success compared with leadership success in different cultural contexts” (Erez 2011, p. 841). We hope the parsimonious framework introduced in this chapter will spur new thinking and add a unique perspective to the assessment of global leadership while aiding in research development.

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