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Pepperdine University
Graduate School of Education and Psychology

KEY TO EFFECTIVE LEADERSHIP DEVELOPMENT FOR WESTERN
MULTINATIONAL COMPANIES IN JAPAN IN THE EYE OF THE BEHOLDER

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Change

by

Yoshiharu Matsui

March 2013

Kay Davis, Ed.D. – Dissertation Chairperson

This dissertation, written by

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DOCTOR OF EDUCATION

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I became interested in leadership development since I moved from marketing to human resource organization at Procter and Gamble (P&G) to help contribute to the development of future company leaders who can constantly develop business and organization capability. After I became an external management consultant, I have seen so many different types of executives and leaders and a wide variety of leadership development approaches, and I started thinking about researching and writing about leadership development. However, the completion of a dissertation was not an easy task. Thanks to all who assisted my dissertation project, I could enjoy moving on and complete this rather long journey.

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ABSTRACT

In today's global, dynamic, and uncertain business environments, the need for developing leaders and managerial talent throughout the organization is increasingly evident, especially for multinational companies. While the important role of job assignment for leadership and managerial development has been well recognized, there is no aligned, comprehensive global leadership development model. This study focused on understanding leadership development assignments and experiences of successful Japanese managers who are functioning in for-profit multi-national Western companies in the consumer products industry in Japan. A sequential explanatory mixed method design incorporating phenomenological interviews was used to first explore work-related strengths and developmental experiences and key competencies of 24 high performing managers working in the consumer goods industry, representing three different companies. 6 individuals were selected to participate in the phenomenological interview process.

Key findings from phase 1 research among 24 respondents are (a) while challenging job is the most effective method for leadership development, that alone cannot always develop effective leaders, and (b) effective leaders have more number of challenging assignments and work experiences. Phase 2 research, phenomenological interview was conducted among 6 most effective leaders selected based upon 360 feedback survey results. There were 3 types of developmental experiences those effective leaders found very effective: (a) business challenges, (b) interpersonal and cultural challenges, and (c) developmental relationship. Key findings from phase 2 research are (d) effective leaders have experienced dual challenges from key developmental work –

both business challenge and interpersonal (or cultural) challenges, (e) they possess both business skills and interpersonal skills, (f) they have learned and strengthened both business management and interpersonal skills through overcoming challenges on the job, (g) they have a positive and open mindset and positive attitudes toward new challenging learning and achievements, (h) they have learned through self reflection during and after developmental experiences. Of note, all of them have had a significant learning and influence from their boss(es) in their career.

Incorporating the findings from this research, I recommend a systemic leadership development approach that integrates challenging assignments with reflective learning, skill development supports, 360 feedback, and thorough performance review system, involving boss.

Chapter 1: Introduction

A 2002 article in *Businessweek* described an important trend in survival rates of contemporary global corporations:

The average life expectancy of a multinational corporation—Fortune 500 or its equivalent—is between 40 and 50 years. This figure is based on most surveys of corporate births and deaths...Human beings have learned to survive, on average, for 75 years or more, but there are very few companies that are that old and flourishing. (“The living company,” para 2)

Bankruptcy happens not only among small companies but also large multi-national companies. Indeed, half of the Fortune 500 multi-national companies in the 1980’s are not Fortune 500 companies today.

There have been several reasons for this difficulty in maintaining the success of corporations; these reasons include such things as industrial restructuring, divergent business models, more diverse workforces, all accelerated by globalization and advanced information technologies. For instances, the U. S. Population Reference Bureau reported (Lee & Mather) in 2008 that since 1980 there has been a downward trend in manufacturing employment from 24 % in March 1973 to 10 percent in March 2007 caused by the offshoring of manufacturing jobs to low-cost countries where wages are significantly lower, whereas employment in service-producing industries continued to grow at an even faster pace accelerated by increased IT market and business trends. The report also indicated a change in workforce composition caused by significant increase of females and immigrants workers in the last few decades coupled with a reduction in *baby-boomers* (Americans born between 1946 and 1964) in the recent years.

Further, a Gallup poll showed that (a) only 29 % of the U.S. workforce is actively engaged and roughly 71 % is not (as cited in WorldatWork Publishing, 2007) and (b)

employee engagement has a direct influence on an organization's productivity while employee disengagement costs American businesses billions of dollars every year. In addition to productivity, poor employee engagement will lead to increased turnover cost (Kaye & Jordan-Evans, 2005), resulting in additional hiring costs, which is estimated at about two times an employee's annual salary. In addition to the aforementioned industrial restructuring and more diversified workforce, a series of strategic changes and mergers and acquisitions on a global scale might also have caused some of this poor employee engagement, resulting in weakened economic power of corporations. Kozlowski and Ilgen (2006) indicated that effective leadership is one of the keys to increasing employee engagement and work group productivity.

In today's economic and market situations with global products and competition, with rapid technological advancements, many global Fortune 500 companies have increased their revenue from outside their home country, and they realize that global expansion holds their greatest growth opportunities. The Economist Intelligent Unit (2010) surveyed 479 C-level executives and senior managers around the world, and identified that (a) three-quarter of respondents expect their organization to be in more foreign markets in the next 10 years, (b) 54% of respondents expect to be international, and (c) there are strong need for increased soft skills of employees, such as communication, cultural awareness and corporate values. Another survey conducted by World Federation of Personnel Management Associations and the Boston Consulting Group (2010) indicated that the top two human resource (HR) needs are (a) improving leadership development and (b) talent management. Leaders must be knowledgeable and

competent in directing a diverse group of people throughout the world to achieve the organization goals (Rapaport, 1993).

General Area Under Study

In today's fast-changing business climate, the need for developing leaders and managerial talent throughout the organization is increasingly evident (Charan, 2008; Day, Harrison, & Halpin, 2009; Zenger & Folkman, 2002). There are numerous approaches for developing organizational leaders, ranging from a modularized specific leadership skill-based training to a week-long leadership development course or to a long-term, systemic leadership development program.

Managers and leaders learn critical competencies through work experiences, and the experiences during managerial job assignments are the primary method for learning (Lombardo & Eichinger, 2002; McCall, 2004; McCauley, Moxley, & Velsor, 1998; McCauley, Ruderman, Ohlott, & Morrow, 1994). Many companies actively use job assignments to develop their high potential managers for advancement for future leadership roles (Day, 2007).

Teaming with Hewitt Associates and the RBL Group, *Fortune* magazine surveyed more than 500 global companies, selected after several rounds of analysis and interviews, and announced global top 25 corporations for leadership development that have gone beyond the basics of attracting, nurturing, grooming, and retaining strong business leaders (Kowitt & Thai, 2009, November). The top three on the list include IBM, Procter & Gamble, and General Mills. The report indicated that (a) most of top leadership development companies perceive global development as the major theme, and (b) they offer developmental assignments to future business environments in order to test and

develop their employees and leaders in the global marketplace, with a long-term commitment and investment for leadership talent development.

Problem

In general, the important role of job assignment for leadership and managerial development has been well recognized; however, Dragoni, Tesluk, Russell, and Oh (2009) suggested that (a) there is no well-developed and empirically supported theory on management development, (b) that no research examined whether developmental job assignments are associated with the observable development of critical managerial competencies, (c) that, if they do, we do not know how developmental assignments translate into managerial competencies, and that (d) we should not assume that developmental assignments can groom leaders under all organizational or individual conditions, such as lack of organizational, managerial, or training supports.

The primary challenges indicated by Dragoni et al. (2009) are the needs for further understanding of (a) what developmental experiences can help leaders improve leadership or managerial behaviors, (b) how the developmental assignees have translated those experiences into increased leadership competencies, and (c) what organizational, managerial, or systemic supports can help accelerate their learning and development.

Of note, Collins (2001), Quinn (2000), Torbert (2004), and Wilber (2000) suggested that human development takes place step by step. Collins (2001), in particular, discussed these steps, in relation to leadership, in terms of levels; he indicated that the level five, or the highest level, leader possesses both extreme professional will and personal humility and is the highest level in a hierarchy of leadership capability who can accomplish good-to-great transformation. To be a fully-fledged level five, one needs the

capabilities of all the lower four levels, which are highly capable individuals, contributing team members, competent managers, and effective leaders, prior to reaching the level five leadership competency.

Leadership study to date has not addressed how those competence transcendences have occurred through leadership development programs. Further, Goleman, Boyatzis, and McKee (2002), Covey (2004), Torbert (2004), and Bennis (2003) have indicated the importance of self-awareness and self-knowledge to become effective leaders. However, most research to date has analyzed leadership and its development from researchers, academia or practitioners perspectives, without covering how those developmental or transcending experiences and their effects have been perceived by individuals or management trainees.

A second issue prompting the need for further research is that, while globally or cross-culturally competent leaders are critical for the future success of multinational companies (Javidan, Dorfman, de Luque, & House, 2006; Patrick, Scherer, Brodzinski, Quinn, & Ainina, 1999; Robertson & Webber, 2000), there is no comprehensive global leadership model, partly due to relatively small sample sizes, especially from predominantly Western cultures/organizations (Morrison, 2000). Hoppe (2004) suggested that (a) leadership and its development tend to be profoundly steeped in the culture of origin and (b) the transfer of leadership development program needs to be done carefully, so as not to go against local cultures and values. Incorporating intercultural study primarily by Hofstede (1980), House et al. (2004) developed measures of nine cultural dimensions that distinguish one society from another, such as *performance orientation*, *assertiveness*, *future orientation*, *humane orientation*, *institutional collectivism*, *in-group*

collectivism, gender egalitarianism, power distance, and uncertainty avoidance. We need to know how we should modify and apply leadership development programs primarily developed in Western countries in non-Western organizations.

A third distinct problem, related to the above multi-cultural issue, is a lack of a clearly defined set of competencies desired for leaders and managers working in global or multi-cultural settings. Morrison (2000) indicated that relatively little research has been conducted to ascertain global leadership characteristics and competencies. Dalton (1998) indicated that organizations face serious practical questions as to what skills and capabilities an individual must have to do global work, which has not been answered empirically. Caligiuri and Di Sant (2001) even indicated that (a) global assignments cannot develop certain characteristics desirable for global leaders and that (b) HR practitioners need to select candidates carefully for international assignments against the requisite personality characteristics. The problem is that we do not know what competencies and characteristics are critical for managers to effectively operate in multi-cultural work settings. Nor do we know which experiences have provided effective development of current managers working in these types of work environments.

Purpose of Research

The primary research objective is to explore what developmental experiences are important for the development of effective organizational leaders/managers in companies functioning within the Japanese business environment as described by individuals currently functioning within these globally competitive organizations. Key questions are discussed in the next section.

Core Research Questions

The following questions are key to the research objectives of this study:

1. What developmental experiences and assignments have been effective for you in building your leadership and/or role competencies desired in this business environment?
2. What are some of the strengthened competencies and important learnings or lessons from those experiences?
3. How have those experiences been translated into strengthened behavioral and attitudinal competencies and performance for you?
4. What are some of the key behaviors or principles you have to be effective as a leader in this globally competitive business environment in Japan?
5. What organizational, managerial, or training supports have been effective in helping you increase your leadership performance prior to, during, and after those important developmental experiences?

By addressing the above questions, expected outcomes include knowing what competencies are perceived as critical for effective multi-cultural or global leaders and what improvement opportunities exist for future developmental leadership experiences and organizational supports or systems.

Overview of Methods

This study was conducted in Japan from November 2011–April 2012, with organizational leaders (e.g., business leaders, functional heads, or managers of multiple teams) of large, multi-national Western companies, who are regarded as high performing by their organizations or stakeholders. The fundamental approach for this study is a

phenomenological, qualitative approach in order to understand the lived experiences of these successful leaders. The intention of phenomenological research is to understand persons' perspectives as they experience and understand events, programs, experiences, and emotions (Leedy, 1997). The primary data collection methods were semi-structured interviews augmented with survey data and other artifacts that convey the experiences of these leaders.

Significance of the Study

As the high failure rate of U.S. expatriates suggests, the problems associated with the lack of their competencies regarding successful leadership in multicultural settings (Wederspahn, 1990)

With corporations sustaining a high rate of failure around the globe, cross-culturally competent leaders are critical for the future success of multi-national companies (Javidan et al., 2006; Patrick et al., 1999; Robertson & Webber, 2000). However, there is no comprehensive global leadership model, partly due to relatively small sample sizes, especially from predominantly Western cultures/organizations (Morrison, 2000); furthermore, research on intercultural leadership or a developmental model in Japan is nil. Therefore, the results of this study will provide important data as to how senior executives and HR/OD (organizational development) practitioners can help more systemically develop and prepare the future leaders so desired in a fast-changing globally competitive business environment. The findings would be especially useful for those who are operating business in multi-cultural work environments and multi-nationally and/or plan to expand their global business presence in the future.

Of note, companies in the United States have annually spent about \$2.5 billion (U.S. rate) without knowing its return on investment nor how those investments are translated into increased leadership competencies and performance, according to American Society for Training and Development [ASTD, 2007]. The findings from this research can assist organization leaders and HR/OD practitioners to invest their limited training budget more meaningfully and efficiently to help increase their future business and organization performance.

Conceptual Foundation of Study

This study relies in general on the literature related to leadership and management knowledge and specifically to current thinking regarding the development of effective leaders for the highly competitive, global environment. Theoretical and operational definitions are offered below.

Definition of Terms

Leadership and management. While there has been a mass of findings around leadership without producing an integrated understanding of *leadership* (Bass, 1990), this paper used the one defined by Northouse (2007): “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Kotter (1990) indicated that leadership produces change and movement toward a future vision, while management produces order and consistency in the current system. Further, Northouse (2007) indicated that leadership and management have many similarities, such as “working with people,” “using influence,” and “working toward achieving a common goal” (p. 3).

Leader and manager. There are several authorities who make a distinction between leaders and managers (e.g., Bennis & Nanus, 1985; Zaleznik, 1977). However, this paper uses leaders and managers interchangeably, as indicated by Kotter (1999), who suggested the need for developing leaders or managers who can perform both leadership and management functions, citing several leading corporations as examples. In fact, there are many companies who use managers and leaders interchangeably. Leaders and managers in this paper cover not only those at the top executive management but also multiple levels of those who lead and manage others. However, the main target of this research is organizational leaders and managers. This paper defines organizational leaders and managers as “business unit and functional leaders who are responsible for an organization that consists of multiple work groups” regardless of their size.

Leadership/managerial effectiveness. Hackman (1990) indicated that output of the organization has three facets: (a) performance judged by their external stakeholders, (b) meeting of member needs, and (c) the willingness of members to remain in the organization/team. This study incorporates above factors as measures to evaluate the effectiveness of leaders or managers, in other words (a) business performance judged by the entire organization and (b) behaviors and performance evaluated by team members and stakeholders vis-à-vis business, people, and team development.

Leadership development. This paper uses the definition by the Center for Creative Leadership that leadership development is the expansion of a person’s capacity to be effective in the leadership role and processes (McCauley et al., 1998), for its simplicity and inclusiveness. While many companies use job assignments to develop their talents (Day, 2007), there are various development approaches and programs, including

skill-based training, internal or external intensive leadership development courses, short-term challenging project, or long-term overseas assignments. Rather than offering sporadic training and development events, Moxley and Wilson (1998) stressed the importance of taking a systems approach to leadership development, which integrates developmental experiences and program with various learning elements, business context, and supportive organization and HR systems.

Intercultural competence. Rohner (1984) defined culture as the totality of equivalent and complementary learned meanings maintained by a human population or by identifiable segments of a population and transmitted from one generation to the next. Shiraev and Levy (2004) defined culture more broadly as a set of attitudes, behaviors, and symbols shared by a large group of people, and communicated through generations. I would like to take the latter definition for this paper for its inclusiveness and modify it slightly to make it broader: culture is a set of values, norms, ethics, worldviews, attitudes, behaviors, rituals, artifacts, and symbols constructed and shared by a large group of people, and communicated through generations.

Bennet and Bennet (2004) indicated intercultural competence is the ability to communicate effectively in cross cultural situations and to relate appropriately in a variety of cultural contexts. While there is no aligned definition for intercultural competence among subject matter experts, Deardorff (2004) suggested that most definitions of intercultural competence include not only knowledge of other cultures but also one's skills and attitudes to interact successfully with people in different cultures and indicated the importance of including adaptive and flexible frames of reference, performance, and outcomes (to be achieved) as part of its key elements. Incorporating

these factors, my tentative definition of inter-cultural competence in this paper is “attitude/mindset, knowledge, worldviews and skills to work well and flexibly to achieve objectives in different cultures and with people of different origins.”

Summary

This study intends to add to the body of knowledge, regarding leadership development outside of Western nations, specifically in Japan, especially for Western multinational companies whose business environment is multicultural or global, which empirical research with comprehensive and objective data is limited in the literature to date. From a practical application standpoint, the study is to offer organization leaders and HR/OD practitioners useful knowledge on (a) how to effectively design and implement leadership development program in a more systemic and integral manner and (b) what competencies are critical for effective, high performing organization leaders or managers.

The next chapter provides a summary of relevant literature, including (a) leadership model and competencies, (b) leadership development program, and (c) cultural effects on leadership development and intercultural competencies.

Chapter 2: Review of the Literature

In examining the field of leadership development in this global age, I have three key objectives: (a) to review what has been studied about the nature of leadership, (b) to learn what is known about how to effectively develop leaders, and (c) to review the knowledge about cultural effects on leadership development and how to increase intercultural competency. Thus, this chapter reviews relevant literature on leadership, leadership development, and inter-cultural competencies important for multicultural work settings.

Leadership Literature

This section reviews (a) fundamentals of leadership, such as leader's goals, roles and responsibility, and competencies, and then (b) leadership development, including development methods, key components, success factors, and considerations.

Leadership fundamentals. The following sections discuss leadership studies as well as the purpose of leadership, its role in organizations, as well as goals and competencies.

Brief history of leadership studies. Bass (1990) indicated that leadership has been a focus of study in the social sciences for more than 200 years and that there are almost as many definitions as there are persons who have attempted to define the concept. Stogdill (1974) reviewed 72 definitions by researchers between 1902 and 1967 and indicated that widely accepted definitions were descriptions of what makes effective leaders in terms of traits, behaviors, follower perceptions, and skills, such as great man theory (Bass, 1990), trait theory (Bernard, 1926), and skill approach (Katz, 1955).

However, a mass of research and findings around leadership has not reached an agreement on what constitutes effective leaders (Bass, 1990).

Later research into leadership has a wider scope and pays attention to application of effective leadership styles to best suit a variety of situations, such as subordinates' situations in terms of their ability and willingness, in *situational leadership theory* (Hersey & Blanchard, 1988) or manager-subordinates relationship, power, task and organizational construct, as in *contingency theory* (Fielder, 1967). More recent leadership theories include: *shared leadership* (Katz & Kahn, 1978), *servant leadership* (Greenleaf, 1977), *visionary leadership* (Nanus, 1992), *transformational leadership* (Bass, 1985), and *team leadership* (Hackman & Walton, 1986); many of these theories discuss the roles, processes, or actions that leaders take to achieve organizational goals.

As there are numerous ways to conceptualize and define the dimensions of leadership (Bass, 1990), we do not intend to cover a wide variety of leadership aspects in this chapter. Rather, this section reviews some of the critical dimensions of leadership that are relevant to developing leaders or managers in business organizations: (a) leaders' purpose, (b) roles and responsibilities, (c) competencies, and (d) leadership depth/levels.

Leadership definition. Reviewing a wide variety of leadership theories and research, Northouse (2007) indicated that there are four elements in leadership: (a) leadership is a process that leaders use to affect a group of people not a trait or a characteristic of leaders nor a one-time event, (b) leadership involves influence that leaders use to affect followers minds and behaviors, (c) leadership occurs in a group context not in a single-person situation, and (d) leadership involves goal attainment, which leaders strive to achieve group's common goal. While there is no definition

aligned among leadership researchers and practitioners (Bass, 1990), this paper uses the one defined by Northouse (2007) that incorporates above four elements of leadership: “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3) .

Leaders’ purpose and goal. As in the above leadership definition by Northouse (2007), the primary purpose of leaders is to attain the group’s common goals, whatever they may be. Hackman (1990) indicated that output of the organization has three facets: (a) business performance, (b) meeting of member needs, and (c) the willingness of members to remain in the organization/team. As leaders are responsible for a group’s goals, they need to be responsible for achieving group tasks and goals, as well as serving in the maintenance, development, and effectiveness of the group (Kozlowski, Watola, Nowakowski, Kim, & Botero, 2004), including the development of individual members in order to create synergy (Salas, Dickinson, Converse, & Tannenbaum, 1992).

This paper, then, will include the above factors as measures to evaluate the effectiveness of leaders or managers, that is, (a) group performance judged by stakeholders, (b) team members’ behavioral and/or attitudinal growth, and (c) the willingness of members to remain and collaborate in the group.

Leaders/managers’ roles. There appears to be both management and leadership roles for leaders or managers to achieve organizational goals. Since the Industrial Revolution of the 18th century, management became the key role or function of leaders of organizations and groups that exercise systemic planning, organizing, coordinating, and controlling in order to deliver outputs in a productive and efficient manner. Significant practical and methodical contributions were made by Henri Fayol, administrative theorist,

and Frederick Taylor, father of scientific management (Hatch & Cunliffe, 2006). Taylor's scientific management approaches made possible quality and productivity previously thought impossible, while contributing to improved labor-management cooperation, pay, training, stress reduction and ergonomics (Weisbord, 2004). Taylor's concept and principles on scientific management also has influenced today's total quality management (Deming, 1993). However, in a modern, more complex and globalized era, many leadership researchers have indicated a critical need for the leadership role, rather than management role, to help organizations lead change efforts to survive in the fast-changing marketplace (Bennis, 2003; Collins, 2001; Kotter, 1990; Maxwell, 1993; Tichy & Cohen, 1997). Kotter (1990) indicated that leadership produces change and movement toward a future vision, while management produces order and consistency in the current system.

Although there are distinct differences between leadership and management, Northouse (2007) indicated that leadership and management have many similarities, such as *working with people, using influence, and working toward achieving a common goal*. While making clear distinctions between management and leadership, Kotter (1999) suggested the need for developing leaders and managers who can perform both leadership and management roles in today's complex business environment.

Leaders/managers' responsibilities. Kotter (1999) defined management responsibilities that leaders or managers need to take as (a) planning and budgeting, (b) organizing and staffing, and (c) controlling and problem-solving, and for leadership responsibilities as (d) establishing directions, (e) aligning people, and (f) motivating and inspiring people. Kotter's concept on leadership and management as necessary skills for

today's managers has been seen in various leadership literature: the leader's primary responsibilities are to define group goals and to develop and structure the group to accomplish these missions (Zaccaro, Rittman, & Marks, 2001), combining direction setting in leadership and planning and organizing responsibilities in management; leaders are to align, motivate, support and develop members to achieve common goals (Fisher, 2000); leaders are to manage adequately and solve problems to attain group goals (Hackman & Walton, 1986; Mumford, 1986).

LaFasto and Larson (2001) stressed that the five critical factors that ensure team success are (a) members' ability and behaviors to maximize team results, (b) collaborative and open relationship in the team, (c) effective problem solving processes, (d) organizational environment (e.g., system, process, policy, etc.) that enhances effective teamwork, and (e) effective team leaders who can guide their team toward success. Thus, along with performing aforementioned six management and leadership responsibilities, leaders need to ensure these five critical success factors in their group to achieve their goals.

Direction and goals. A clear, engaging direction plays an important role to align members toward achieving a common goal. Researchers suggest that teams often fail because they are given a vague task (Hackman, 1990). Of note, research indicates that goal level has a strong impact on both group process and performance (Weldon, Jehn, & Pradhan, 1991) and that group members working toward a challenging goal tend to work harder than group members without an explicit performance goal (Weingart & Weldon, 1991). Thus, team leaders need to ensure a clear, engaging, and challenging direction and goals.

Member capability. Team members need to have at least six factors to be effective in a team: (a) problem solving ability, (b) experience in their profession, (c) openness in communicating and dealing with issues, (d) supportiveness to achieve common objectives, (e) action orientation to make something happen (LaFasto & Larson, 2001). Team leaders are responsible for observing members' performance to ascertain their strengths and improvement areas and for assisting their skills and behavioral development through coaching and various training programs (Day et al. 2009; Hill, 2007; Kozlowski et al. 2004; Zaccaro et al., 2001).

Collaborative relationship. Webber (2002) claimed that trusting relationship has been crucial, especially for cross-functional teams to effectively deliver expected results. Therefore, team leaders are to build a collaborative team relationship, to increase team effectiveness (Kozlowski et al. 2004; Weldon et al., 1991; Zaccaro et al., 2001).

Work system and structure. Results-driven and enabling work systems and environment is necessary for teams to deliver results effectively and efficiently (Hackman & Walton, 1986; Larson & LaFasto, 1989; LaFasto & Larson, 2001). LaFasto and Larson (2001) indicated the importance of establishing (a) effective management practices that set direction, align plans, and deliver results; (b) organization structure and work processes that ensure the best decisions are made as quickly as possible by the right people; and (c) systems that provide useful information and drive behavior toward desired results.

Leadership competency. Effective leaders need to be behaviorally flexible and have a wide repertoire of skills to meet diverse needs of the team and effectively guide the organization or team to success (Barge, 1996). Several researchers indicate that

relatively little research has been conducted to ascertain global leadership characteristics and competencies (Dalton, 1998; Morrison, 2000). This section reviews three competency models, developed by Katz (1955), Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000), and Zenger and Folkman (2002).

Katz model. Katz (1955) suggested that effective administration (e.g., of management or leadership) depends on three types of personal skills: technical, human and conceptual skills: technical skill is knowledge and competency to analyze and apply skills and tools to perform in a specific type of work; human skill is ability and capacity to understand, communicate, influence, and collaborate with people effectively; and conceptual skill is ability to form a vision and strategic plans for an organization.

Mumford et al. model. Building on leadership skill concept by Katz and based on research on a significant number of military personnel, Mumford et al. (2000) developed a leadership capability model, arguing that leadership outcomes depend upon the competencies and attributes of leaders. Three competencies in their model are problem-solving skill, social judgment skills, and knowledge. Problem-solving skill is ability to define problems, collect information around the problem, generate and determine plans for solutions; social judgment skill is similar to human skill by Katz, including (a) sensitivity to and ability to understand others' views and attitudes toward a particular situation; (b) ability to grasp the goals, needs, issues, and demands of others or other groups; (c) ability to accept and respond to others or difficult situations flexibly and effectively; (d) ability to communicate their thoughts, plans, and vision to others; and (e) ability to persuade, influence, and coach others to achieve objectives or solve problems; and knowledge is the accumulated knowledge and mental models that are important to

perceive and organize complex information in a problematic or emerging situations in the organization, which will help leaders to perform problem-solving and social judgment effectively. Individual attributes in the model by Mumford, et al. (2000) are (a) general ability (e.g., intelligence and memory skills), (b) crystallized cognitive ability (i.e., acquired intellectual ability or capacity), (c) motivation (toward achieving organizational goals, or the greater good), and (d) personality (e.g., attitudes and characteristics that are important for leaders to perform leadership competencies to achieve leadership goals). Some of the criticisms toward the model by Mumford, et al. (2000) are (a) it includes so many components that the model becomes more general in explaining and predicting leadership performance and (b) as this model was based on research that studied only military personnel and generalization of the results to other organizations might be difficult unless further research supports (Northouse, 2007).

Zenger and Folkman model. Zenger and Folkman (2002) studied more than 20,000 executives and senior leaders worldwide and identified 16 competencies that effective leaders possessed worldwide. In contrast with Mumford et al. model, Zenger and Folkman studied senior leaders of for-profit organizations in various industries ranging from manufacturing to automotive to food to bank to insurance to high-tech and various functions ranging from Sales to research and development. They first identified the top 10 percent of managers as perceived by their subordinates, peers and bosses; second, collected their important competencies or attributes that separated from the rest; third, analyzed and sorted into five categories comprised of 16 competencies. So, it is a large-scale research based competency model based on executives and senior managers in private companies in various industries worldwide.

Conceptual framework. Zenger and Folkman (2002) concluded that all critical leadership competencies can be categorized into five clusters: (a) *character*, (b) *personal capability*, (c) *focus on results*, (d) *interpersonal skills*, and (e) *leading organizational change*, which they conceptualize as the poles in a tent – character as a center pole of the tent surrounded by four other poles or the rest of the competency elements.

Sixteen competencies or behaviors that make difference in leadership performance. Character means displaying high integrity and honesty, and the ability to lead by example. The personal capability category includes four competencies: technical and professional expertise, solving problems and analyzing issues, innovation, and practicing self-development. The focus on results category involves three competencies: focus on results, establishing stretch goals, and taking responsibilities for outcomes/initiatives. The interpersonal skills category consists of communicating powerfully and prolifically, inspiring and motivating others to high performance, building relationship, developing others, and collaborating and teamwork. The leading organizational change category includes developing strategic perspectives, championing change, and connecting internal groups with the outside world. This finding suggests that important competencies for effective leaders cover both leadership and managerial skills in a balanced manner, which supports Kotter's (1999) concept, in other words both leadership and management skills are necessary for today's managers.

Other key findings from the research. In addition to identifying five key categories comprised of 16 leadership competencies, Zenger and Folkman's (2002) research identified several other important findings:

1. Great leaders, who are perceived to have greatness by their internal stakeholders, possess multiple strengths: Those who had five strengths of 16 skill areas are at the top 91st percentile; those with four strengths are at the 89th percentile those with three strengths are at the 81st percentile; those with two strengths are at the 72nd percentile; those with one strength are at the 64th percentile; and those with no strength are at the 34th percentile.
2. Leaders' strengths need to be matched with organizational needs and values to be successful in their industries. This is because each industry and company has unique characteristics that require leaders to have particular strengths to lead.
3. There are powerful combinations of strengths to help leaders become great. For instance, 66 % of those at the 90th percentile have strengths in both the focus on results and interpersonal skills categories. The secret to becoming a successful leader is to be excellent at differentiated and powerful combinations of skills.
4. There are five fatal flaws that consistently lead leaders to failure. Key characteristics of derailing leaders are (a) inability to learn from mistakes, (b) lack of core interpersonal competences, (c) lack of openness to new or different ideas, (d) lack of accountability, and (e) lack of initiatives, most of which are around emotional intelligence, not intellectual intelligence.

Zenger and Folkman's research (2002) appears to lay an important foundation for effective leadership development in today's globalized business world. Their study

confirms: (a) effective leaders need to possess both managerial and leadership skills, (b) both business (or task focused) and interpersonal (or relational) skills are necessary and critical to be effective leaders, and (c) leaders without interpersonal or emotional competency can rarely stay as effective leaders. The study also provides important implications for leadership development focus and approach, such as (d) becoming excellent in three core skills can make them effective leaders at the top 80th percentile, and (e) focusing on developing complementary skills in a different skill category while strengthening existing strength can accelerate one's leadership development rather than working on unrelated competencies separately and/or sporadically. Reflecting their research comprehensiveness (e.g., thorough processes to identify competency dimensions, multiple ratings involving key stakeholders, study on more than 20,000 senior managers, and global research coverage), this research uses Zenger and Folkman model to assess the competencies of leaders and managers in Western multi-national companies based in Japan.

Leadership layers/depth. Collins (2001), Quinn (2000), Torbert (2004), and Wilber (2000) suggested that human development takes place step by step. Wilber suggested that people grow and develop themselves by stage or step-by-step, from an ego-centric stage (both in mind and behaviors) to a more rational and mindful stage, and finally to a spiritual stages. Collins (2001) indicated in his level five leadership concept that there are five levels that individuals need to grow and step up the ladder of leadership capability: the level five leader at the highest level in a hierarchy of leadership capability possesses both extreme professional will and personal humility, and is someone who can accomplish good-to-great transformation. To be a fully-fledged level five, one needs the

capabilities of all the lower four levels: highly capable individuals at the first level, contributing team members at the second level, competent managers at the third level, and effective leaders at the fourth level. Quinn (2000) indicated that, in order to build the fundamental capability to make a change in the world or organization, leaders need to possess capability to execute not only the transformational capability (transcendence) but also three other, lower and more traditional change approaches and capabilities, which would include forcing with authoritative power and technical skills at the first level, telling with transactional and rational persuasion at the second level, and involving and dialoguing with empowerment and interpersonal skills at the third level. Quinn also indicated that as leaders expand their awareness and skills from the technical to transactional to interpersonal to transformational perspective, they become more effective in leading change; and he articulated that great leaders were capable of using all four strategies. Of note, that leadership study to date has not addressed how this competence transcendence has occurred through leadership development programs, suggesting that there is a need to understand how leaders have grown and transcend themselves to a higher leadership state.

This section reviewed some of the critical dimensions of leadership, such as (a) leaders' purpose, (b) roles and responsibilities, (c) competencies, and (d) leadership depth/levels, that are important to formulate this research, as well as relevant to developing leaders or managers in business organizations. The next section discusses how to develop those aspects of leadership in an effective manner.

Leadership development. In today's fast-changing and uncertain economy and business environments, several experts have argued that many organizations do not have

enough leaders and that there is a pressing need for developing effective leaders and managerial talent in their entire organization (Charan, 2008; Day et al., 2009; Zenger & Folkman, 2002). The field of leadership development is a widely covered topic in both academic and practitioner literature. This section reviews literature on developing and preparing leaders to become capable and effective in both business building and interpersonal competencies in their leadership and managerial roles so that they can achieve organizational goals. Topics to be covered in this section are (a) the outcomes of leadership development, (b) development methods and experiences, (c) a systemic development approach, (d) key components in leadership development, and (e) key challenges to leadership development.

Definition of leadership development. In a glossary of HR terms of Society for Human Resources Management (2010), leadership development is defined as “formal and informal training, with professional development programs designed to assist in developing the required leadership skills and styles to deal with a variety of situations. Bass (1990) indicated that management development is a total long-term, on-and-off-the-job education process. While these two definitions are heavily skewed toward training and education, the Center for Creative Leadership (CCL) defined leadership development more broadly without specifically mentioning training or education programs, as “the expansion of a person’s capacity to be effective in the leadership role and processes” (McCauley et al., 1998, p. 4). This paper uses the CCL’s definition for its simplicity and inclusiveness.

Outcomes of leadership development. Van Velsor (1998) indicated that there are two levels of outcomes from leadership development: individual level and organizational

level. At the individual level, there are five types of outcome: (a) knowledge acquisition, (b) self-awareness building, (c) perspective change, (d) skill development, and (e) behavior change. The first three are internal changes that can occur over a shorter time period, and the latter two are external and tangible changes that take a longer time period to develop and master; internal changes are key to make external or behavioral changes successfully both in terms of interpersonal and business competencies. Of note, increased self-awareness is one of keys to developing leadership competency (Lombardo & Eichinger, 2002; McCauley et al., 1998). At the organizational level, outcomes from leadership development are (a) improvement in the productivity of work groups and (b) enhanced ability to meet organizational goals.

Those outcomes from leadership development are good guidelines or checkpoints when designing, implementing, and evaluating the leadership development program for both trainers and trainees. Therefore, my proposing research will review both individual and organizational changes to ascertain the effectiveness of leadership development experiences.

Development methods and experiences. The most effective way to develop leaders is through experiences (McCall, Lombard, & Morrison, 1988; Quinn, 1996). Based on a variety of studies, Kouzes and Posner (1988) concluded that people develop leadership competency through job assignments, working with other people, hardship, and formal training. Today's leadership development covers a wide variety of development approaches and experiences, such as job assignments, short-term projects, leadership development courses, skill-based training, or coaching. Below discusses some key leadership development methods and experiences. This section reviews (a) job

assignment and experiences, (b) leadership development courses, and (c) developmental relationships and coaching.

Job assignments and experiences. Many suggest, while mostly based on qualitative research, that the experiences during managerial job assignments are very effective and the primary method for learning critical skills (Lombardo, & Eichinger, 2002; McCall, 2004; McCall et al., 1988; McCauley et al., 1998; McCauley et al., 1994). Although it has been reported that many companies use job assignments to develop managers and high potential talents (Day, 2007), unfortunately, these important development methods are often ignored or used accidentally and carelessly (Ohlott, 1998).

Five types of necessary elements in developmental job assignment. The key element in developmental assignments is challenge (McCall, 2004; Ohlott, 1998). McCauley et al. (1994) researched and identified five types of key developmental components of managerial job assignments, such as *job transitions, creating change, high levels of responsibility, non-authority relationships, and obstacles*, which stem from the roles, responsibilities, tasks, and the job context developing individuals are in.

First, developmental job transitions are those involving changes in work role, responsibilities, functions, or employers, all of which requires individuals to learn new task and interpersonal skills and perspectives in order to function in new and/or different work environments. It also includes significant increases in the job scope, and moving from a line to staff function (McCall et al., 1988). Second, creating change is an assignment that requires individuals to make difficult changes in current or new environment, such as, implementing a new business strategy, fixing difficult problems untouched by the predecessor, shutting down operations, or changing situations with

problem employees. Third, high levels of responsibility involves tasks that have greater responsibility, pressure, visibility, complexity, and risks, such as, a high risk make-or-break project, managing a broad, diverse, multi-functional organization, handling difficult external stakeholders, or working under significant work overload. Fourth, non-authority relationships involves an assignment that requires individuals to develop and perform effective interpersonal, cooperation and negotiation skills to successfully deal with external people without authority, such as negotiating with union or government, or working in a foreign country. Lastly, obstacles are a developmental opportunity derived from job context, such as emerging adverse business environments, lack of management support, difficult boss, which necessitates individuals to be able to identify new or different ways to deal with the problem situations while becoming more patient, or resilient.

The above five types of challenging elements in job assignments can provide developing managers with opportunities to stretch their capacity and strengthen their problem solving and interpersonal skills, and gain new or broader perspectives. Being given a challenging assignment can be encouraging to recipients, as it is a sign of confidence the organization has to him or her. Further, overcoming and accomplishing job challenges can increase developing managers' self-confidence, which is important for their future success.

Those five types or elements of developmental job experiences identified by McCauley et al. (1994) can possibly be found in one job assignment. I hypothesize that (a) the higher number of challenging elements individuals face in their job assignments, the more leadership competencies they can develop through the assignment and (b)

effective, high performing leaders have experienced and overcome a multiple number of significant challenging assignments, compared to those who are less effective.

Timing and lengths of assignment. Some organizations offer developmental assignments only for senior managers, but, this is not effective (McCall, 2004; Ohlott, 1998). This is especially true for traditional Japanese organizations who use seniority-based merit systems: they tend to provide their managers with leadership development opportunities at a later career. Acquiring solid executive leadership competency will require many years and a series of challenging assignments and transitions (Charan, 2008; McCall, 2004). Research by Gabarro (1987) indicated that (a) it can take three and a half years for a person to gain critical learnings from an assignment and (b) learning at a deeper level can occur only after 18 months from the start of new assignment. As there are multiple levels of leadership competencies (Collins, 2001; Quinn, 2000; Torbert, 2004; Wilber, 2000), leadership development take place over a long period of time (McCauley et al. 1998). Therefore, leadership development should not wait until one become executive, rather it must start early, paying special attention to critical transition points for each development candidate (McCall, 2004).

Reasons for failure and suggestions for improvement. People do not automatically learn from experiences: some people learn only partially, some learn the wrong things, and some do not learn anything at all (MaCall, 2004). There are several reasons for unsuccessful leadership development. First, miss-selection of candidates for challenging assignments is a problem: development candidates need to (a) be open to learning or being agile learning and (b) have abilities to learn and perform in a new assignment (McCall, 2004). Based on a survey among junior-level managers and their supervisors,

Dragoni, et al. (2009) indicated that managers with a high level of learning orientation in a high quality developmental assignment showed higher competencies than those with a lower learning orientation.

Second, learning will be limited if an individual has not received a high quality developmental assignment. Dragoni, et al. (2009) indicated that managers in developmental assignments has obtained higher managerial competencies. Thus, we need to identify mechanisms to provide the right talents with the assignment they need (McCall, 2004). Third, challenging job assignments without supporting interventions that promote learning can lead to failure; and thus, organizations need to build in a challenging job assignment supports from boss, peers, or other interventions (McCall, 2004; Ohlott, 1998).

Leadership development programs. Companies offer various types of educational program and training and development courses, in order to help potential managers to become effective executives.

Leadership skill development courses. Leadership development courses are formal, structured education program to learn leadership knowledge and skills, and they can be either in-house conducted by internal staff and senior leaders or external taught by professors or consultants. Effective skill-based training offers (a) necessary theory, information, and behaviors; (b) sessions to practice new knowledge and skills, such as case study, role-play, simulations; and (c) feedback receiving sessions to understand their progress; Participants can learn from skill-based training programs, new knowledge and skills, such as social skills (ability to interact socially), empowerment, creativity, critical evaluation and systematic thinking (McDonald-mann, 1998). Many large international

corporations, such as General Electric, Shell, McDonald's, and Colgate, have internal leadership development programs run by their executive leaders and senior managers, which focus not only on developing leadership competency but also on aligning company values, vision, strategy and operational principles and practices, involving senior leaders in training sessions and process, as one of the key success leadership development factors (Charan, 2008; Tichy & Cardwell, 2002; Williams-Lee, 2008).

Feedback-intensive program. The feedback-intensive program provided by CCL is a week-long development program in a class-room setting, involving in-depth assessments; feedbacks; structured experiences, such as leaderless discussions, simulations, and exercises on real issues, with the objectives of gaining knowledge on leadership; increasing self-awareness; understanding current strengths, weaknesses, and priority improvement areas in their skills and behaviors; and perspectives to better perform in the current assignment; Key challenges for the participants are reviewing assessment results or current reality of oneself, exposing weaknesses to others, being observed by others with a fear of making mistakes, working on unfamiliar tasks and exercises, and being challenged by different perspectives (Guthrie & Kelly-Redford, 1998).

Action-learning leadership development courses. Action-oriented learning programs focus on both leadership education and reapplying the learned skills to analyze and solve real business and organization issues, collaborating with other learners or participants; and they can enhance both individual and organizational performance better than traditional executive education method (Tushman, O'Reilly, Fenollosa, Kleinbaum, & McGrath, 2007). This type of real-time problem-solving approach can enhance team-

based conversation, thinking, feeling, and action (Kolb, 1984). Thus, the outcomes from action-learning leadership development program are increased leadership, collaboration, business skills of individuals, and improved business and/or organization performance.

These action-learning leadership development courses are typically in-house (corporate) programs that last for several months, in many cases, for senior managers to align company vision and strategy, learn leadership and key principles, work on and solve real organization or business issues together with colleagues from other business units or regions, occasionally involving external faculty—for instance, McDonald’s program lasts for nine months in three phases: personal development, leading others, and leading organizational changes (Williams-Lee, 2008). Some universities offer action-learning executive leadership development programs; in contrast to corporate programs, participants of public action-learning programs work on economic or community or environmental issues in the region, in addition to their own organizational and business issues, collaborating with other participants (Tushman et al., 2007).

Developmental relationships and coaching. Relationships with respectful and important people shape people’s lives (McCaulty & Douglas, 1984). Bosses are one of the key influential people, as they model values, thinking, and behaviors, and people learn both interpersonal and task skills from observing how effective people act to achieve objectives in the workplace (Lombardo & Eichinger, 2002) —learning by observing as in social learning theory (Bandura, 1986).

Coaching is often cited in the literature as an effective tool for leadership development. Coaching is to produce self-correction, self-generalization (or self-learning and improvement), and long-term excellent performance, of coachees (Flaherty, 1999).

Effective bosses are good coaches, as they not only role model but also empower others to think through issues, actively listen and engage, provide feedback, ask questions to see the reality and shift or broaden perspectives, and facilitate learning (Ellinger, 1997; Logan & King, 2004). External coaching for leadership development is used with selected audience, such as executives and senior management teams (Skiffington & Zeus, 2003).

A systemic approach. Leadership or management development is a long-term process embedded in experiences and on-and-off-the-job learning process (Bass, 1998; McCauley et al., 1998). Charan (2008) and Tichy and Cohen (1997) articulated the need for building a mechanism and culture to constantly develop leaders throughout the organization, led by committed senior leaders, as in GE, P&G, and HP. Rather than offering sporadic training and development events, Moxley and Wilson (1998) stressed the importance of taking a systems approach to leadership development, which integrates developmental experiences and programs that have various learning elements, business contexts, and supportive organization and HR systems. For instance, McDonald's leadership development program is integrated with talent management and succession planning process: High potential managers and talents, who are selected against competency model, are placed in challenging, high-stake roles and/or cross-functional assignments, are supported with action-learning and other leadership development programs, progress review, feedback, and coaching on the progress (Williams-Lee, 2008). Many other companies, such as GE, Shell, and 3M, use their own competency model based on corporate values, to select and evaluate their talents (Alldredge & Nilan, 2000; Tichy & Cardwell, 2002).

Key components for leadership development. So far, I have discussed the importance of offering challenging job assignments, effective learning programs that are linked with real work, coaching/role model, and coordinating and offering a variety of those developmental experiences in a systematic manner, integrated with human resource management system. Looking over those developmental experiences, CCL depicts *assessment*, *challenge*, and *support*, as necessary conditions or elements for the experiences and programs to be meaningful: McCauley et al. (1998) established that *challenge* (challenging experiences) is essential for people to grow out of current capacity; holistic and specific *assessment* is necessary to help people increase self-awareness and understanding, understand what skills they need to develop, and recognize the need for competency development; and (*organizational* and *personal*) *support* can help people deal with developmental dilemmas and problems, focus on the right issues, keep motivated to learn and grow, and stay on the course throughout their development period.. They articulated the need for creating a variety of rich developmental experiences that provide assessment, challenge, and support. This concept can be a very useful checklist when designing, implementing, and evaluating leadership development program.

McCall et al. (1988), based on survey among successful executives, indicated that, in addition to challenging experiences on the job, reflection on those experiences are very important, because the experience could be a waste if individuals do not take time to reflect on the experience, identify lessons from it, and apply them to the future situations. Thus, this reflection session may be a critical part of assessment and support to help

translate challenging developmental experiences into increased competency and performance.

The last portion of leadership literature review covered key factors and methods for leadership development. Challenging experience, especially on the job, is a primary method for leadership development, followed by developmental relationship (e.g., with boss and coach) and then, developmental program. However, experiences without assessment, challenges, and support may not be translated into increased competency and performance. Further, in order to make development efforts effective, many suggest that organizations should take a more systemic or holistic approach for leadership development, integrating job assignments, skill development program, and HR policy and practices (Charan, 2008; Moxley & Wilson, 1998; Tichy & Cohen, 1997). Systemic leadership development approach also includes selection of the right candidate against established target leadership profile.

Intercultural Literature

This section of literature review will discuss (a) implications from intercultural context, and then, (b) cross-cultural competency, which is important for leaders and managers to perform effectively in the current global economy and business world. As discussed in chapter one, culture is defined in this paper as “a set of values, norms, ethics, worldviews, attitudes, behaviors, rituals, artifacts and symbols constructed and shared by a large group of people, and communicated through generations.”

Implications from intercultural context. Schein (2004) argued that cultural norms constructed and shared by a large number of people determine how a given nation or organization will define leadership. Hoppe (2004) indicated that not only leadership

but also its development tend to be profoundly steeped in the culture of origin. There are several levels or layers that construct and shape cultural norms, such as ethnicity, country, community, organization, group, and family. Following briefly discusses cultural implications by country and organization.

Cultural typology. There are several studies and models on national cultural typology as follows.

Hofstede model. Hofstede (1980, 1997) has developed cultural typologies based on his studies on IBM in 76 countries and identified five core values that describe national cultures and influence people's attitudes and behaviors, and organizational culture and practices. Those values are power distance, individualism, masculinity, uncertainty avoidance, and long-term orientation. Hofstede argued that cultural values and their customs are different by country and suggested that unawareness and misunderstanding of cross-cultural differences creates miscommunication, distrust, and/or conflict among people from different cultures.

National cultural typology is an important concept for leaders to understand and recognize intercultural differences when determining and conducting leadership practices in a multicultural setting. Hofstede's model indicates that Japanese culture is high on *masculinity* (the degree to which people believe they should be assertive and competitive), *uncertainty avoidance* (the extent to which members of an organization tolerate the unfamiliar and unpredictable), and *long-term orientation* (the extent to which members of an organization foster virtues oriented toward future rewards, in particular, perspective and thrift), and mid-level on *power distance* (the extent to which members of a society accept that power is distributed unequally in an organization), and *individualism* (the degree to which people believe they

should be responsible for themselves and their immediate families without strong, cohesive in-groups). See Table 1. Based on “high on long-term orientation and uncertainty avoidance” in Hofstede model, Japanese leadership development might assume a long-term and well-structured development process, and leadership development might start later in career, compared to the United States or Western countries.

Table 1
Japanese Cultural Values

Value (Hofstede Model)	Japanese Characteristics	Japan versus United States
Power Distance Index (PDI)	<ul style="list-style-type: none"> • Japan is a mildly hierarchical society, where many decisions are made based on consensus. 	<ul style="list-style-type: none"> • Japan - Mid-level • United States - Mid-level
Individualism (IDV) versus its opposite, collectivism,	<ul style="list-style-type: none"> • Japan is a mildly individualistic society. While it's less individualistic compared to western countries, it is far less collectivistic than other Asian countries. 	<ul style="list-style-type: none"> • Japan - Mid-level • United States - Low-level
Masculinity (MAS) versus its opposite, femininity	<ul style="list-style-type: none"> • Japanese society is driven by a competition, aspiring for perfection in their products and services. 	<ul style="list-style-type: none"> • Japan - High-level • United States - Mid-level
Uncertainty Avoidance Index (UAI)	<ul style="list-style-type: none"> • As Japanese strive for perfection, they tend to avoid uncertain situations while having things very organized and predictable. 	<ul style="list-style-type: none"> • Japan - High-level • United States - Low-level
Long-Term Orientation (LTO) versus short-term orientation	<ul style="list-style-type: none"> • Japanese tend to look for long term growth and benefits, rather than short-term gains, 	<ul style="list-style-type: none"> • Japan - High-level • United States - Low-level

Wilson, Hoppe, and Sayles model. Incorporating the Hofstede model, Wilson, Hoppe, and Sayles (1996) further developed six bipolar cultural dimensions regarding

leadership development (i.e., individual-collective, same-different, tough-tender, dynamic-stable, active reflective, and doing-being), and illustrate how 10 countries (including Japan) are different in terms of those cultural dimensions or values and assumptions:

- Individual (e.g., leadership development is individual responsibility) versus collective (e.g., leadership development is organizational responsibility); Japan is evaluated as a mid level in this dimension.
- Same (e.g., everyone can learn to lead) versus different (e.g., Few people are born to lead); Japan is evaluated as a mid level in this scale.
- Tough (e.g., competition is good) versus tender (e.g., cooperation is good); Japan is clustered as *tough* in this dimension.
- Dynamic (e.g., ambiguity and uncertainty is natural) versus stable (e.g., stability and continuity are good); Japan is evaluated as *stable* in this dimension.
- Active (e.g., leading is learning by doing and practice) versus reflective (e.g., reflection and theory are primary); Japan is evaluated as *reflective* in this scale.
- Doing (e.g., taking action is personal duty) versus being (e.g., living in harmony with universe is essential); Japan is clustered in a mid level in this dimension.

In this typology, Japan appears to be more concerned with stability and certainty, as well as with avoiding potentially conflicting situations, which might result in more

incremental and collective leadership development while avoiding significant challenging or embarrassment situations for management trainees (Hoppe, 2004).

GLOBE model. Incorporating intercultural study primarily by Hofstede (1980), House et al. (2004) conducted the global leadership and organizational behavior effectiveness study (GLOBE) in 62 social cultures and developed measures of nine cultural dimensions that distinguish one society from another, such as *performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance*. Additions to the Hofstede model are *performance, assertiveness, and humane*. They also created six leadership styles (i.e., performance-oriented, team-oriented, participative, humane, autonomous, and self-protective styles), and evaluated social clusters against those six leadership styles. Confucian countries including Japan are rated high on *humane* and *self/group-protective* and low on *participative styles*; there are no statistical differences among social clusters in terms of *team-orientation* and *autonomous* styles. Key implications from this typology for Japan seem to be similar to that of Hofstede.

Beyond national cultural typology. There are three cautious observations for using national or ethnic cultural typology. First, Hofstede's work is overly simplistic, primarily based on one company, inattentive to in-country cultural differences, and not considering ongoing cultural changes (McSweeney, 2002). Schein (2004) indicated that leadership is intertwined with culture formation and the evolution and transformation of organizations. Thus, within the same nation or nationality, there are a wide variety of different cultural values and norms for leadership and its development by organization.

Further, Jacob (2005) indicated that all people have multiple cultural identities, based on ethnicity, country, society, community, organization, and the family to which they belong. This indicates that leaders should not simply rely on Hofstede's cultural typologies, yet rather they need to carefully examine each organization or group to identify multiple cultural identities and characteristics, in order to diagnose and plan individuals' leadership development programs. Lastly, culture is dynamic, and not static. Current society and business environments are changing through rapid exchange and incorporation of information and ideas across countries on a global basis, so that leadership concept and development methods might be more subject to change compared to the last century.

Therefore, I will not speculate specific national cultural typology for leadership and its development practices in Japan. Rather, I will try to understand its tendency through this research among leaders and managers performing in international organizations in Japan.

Intercultural competence. Incorporating a definition by Shiraev and Levy (2004), inter-cultural competence in this paper is defined as "attitude/mindset, knowledge, worldviews, and skills to work well and flexibly to achieve objectives in different cultures and with people of different origins," so it goes beyond intercultural knowledge, skills, and attitudes to include behaviors and performance. Increased intercultural competence is one of the keys for effective leaders. When cultural competence is practiced, organization members feel more understood and respected, and outcomes improve significantly. Also, intercultural competence allows a variety of valid approaches to extend out of various cultural practices, as well as ethically and morally "best

practice,” to incorporate cultural values and symbols when working with persons from varied backgrounds.

Important intercultural competence. Hammer (1987) indicated that intercultural effectiveness is most associated with intercultural/interpersonal relationship effectiveness, cultural adjustment, and task performance. Goleman (1995) argued that work-related success hinges less on analytical abilities and more on interpersonal skills, suggesting that leaders need to possess solid interpersonal skills to perform well on the job.

Interpersonal skills. Yamazaki and Kayes (2004) indicate that interpersonal skills may be the most important skills when facing a new culture, and also that communication is a very important skill for cross-cultural adaptation. As differences in reasoning between cultures can create conflicts (Condon & Saito, 1974; Hall, 1982), some of the key interpersonal skills needed for leaders in multicultural environments are (a) openmindedness, (b) respecting for other beliefs, (c) tolerance to differences and ambiguity, (d) personal control, (e) cultural flexibility or adaptability (Tucker & Baier, 1982). Some other interpersonal variables are (f) mutual trust and respect and (g) relationship building (Rijamampianina & Carmichael, 2005). Also, in order to become effective in group settings, leaders must increase self awareness and understanding, through such things as their values, strengths, weaknesses, blind spots, and biases, as it helps to avoid unnecessary conflicts with others, while building rapport with others and making effective decisions in a group situation (Goleman et al., 2002; Quinn, 2000). Javidan et al. (2006) identified that universal facilitators of leadership effectiveness are (a) being trustworthy and honest, (b) having foresight, (c) being positive and building

confidence, and (d) being communicative and a team integrator. They also indicate that universal impediments to leadership effectiveness are (a) being asocial, (b) being non-cooperative, and (c) being dictatorial.

These skills are mostly related with the interpersonal competency and personal integrity discussed by Zenger and Folkman (2002), suggesting that leaders and managers who are effective in a multi-cultural work settings likely possess strong interpersonal skills and effective personal character (i.e., integrity).

Mental map/worldview. One of the major obstacles in multi-cultural settings is in the mental maps or worldviews leaders and/or managers bring to their understanding of markets and strategic options (Barsoux & Lawrence, 1991). Hendry (1996) argued that as mental maps or paradigms around vision, strategy, work systems, and assumptions about business environments are different by country, industry, and organization, the interpenetration of knowledge and processes among members becomes critical in a multi-cultural work setting and that the problem is that they often take their understanding and implicit knowledge for granted. Another worldview leaders need to be aware of is leadership, according to Hoppe (2004), who suggested that expected leadership profiles tend to be profoundly steeped in the culture of origin. Therefore, in order to be effective in multi-cultural settings, leaders need to gain fundamental knowledge and understandings of those cultural differences in paradigms about not only strategy, work systems, business assumptions, but also appropriate leadership profiles and characteristics. Then, as Hofstede (1999) indicated that multinational organizations stand for values that originated in their home country that will not be shared equally with their employees and managers from other national origins, leaders and managers in

multicultural work settings need to fill those gaps through effective interpersonal skills and communication for the team to perform well.

Recent empirical studies about multi-national leaders. Caligiuri (2006) suggested that (a) aptitudes, such as knowledge, skills and other personality characteristics, are different by each individual, (b) there are some aptitudes that leaders need to possess to be successful in a multi-cultural settings, and (c) global leadership tasks need to be given to the right people or those who have the right aptitudes. She further articulated that knowledge is possible to develop, skills and abilities are difficult to develop, and personality characteristics are very difficult to develop or change, and therefore, we need to carefully select the right candidates for global or international assignments, and then determine the right developmental programs.

Dodd (2007) reiterated the importance of *interpersonal relationship building skills* and *cultural adaptability* for people to be effective in new or different cultures. He has studied 232 individuals who lived outside of their home countries, comparing their intercultural readiness assessment scores and their effectiveness in the new cultural environments. His study indicates that factors or competencies that are correlated with intercultural effectiveness are *interpersonal relationship effectiveness* (such as ethnic inclusion, comfort with strangers, self-worth in a new culture, communication control) and *cultural adaptation effectiveness* (such as acculturation motivation and transition ease).

One of the key attributes for successful global leaders and managers, other than aforementioned ones is *global mindset*, which has been often articulated by various scholars and practitioners in more recent years (Begley & Boyd, 2003; Cohen, 2010;

Evans, Pucik, & Barsoux, 2002; Javidan et al. 2006). Cohen (2010) indicated that a global leadership mindset carefully balances a dichotomy of global standardization versus local customization. Segil, Goldsmith, and Belasco (2003) suggested that people increase cultural literacy or global mindset in five steps, from *proud citizen* (those who knows and willing to discuss home country) to *inquisitive internationalist* (who is curious about other cultures and seeks opportunities to openly discuss differences) to *respectful modernizer* (who sees the world from a broader perspective and integrates ideas from other countries) to *culture bridger* (who is committed to truly collaborating cross-culturally), and to *global capitalist* (who develops a well-balanced global and local mindset and leverages the diversity to address the needs of the global market).

Cultural intelligence (cultural quotient) is a relevant and necessary skill set that is necessary for people to be effective in a new or different cultural setting and is composed of four elements – *meta-cognitive intelligence*, which is a mental process to acquire and understand cultural information, *cognitive intelligence*, which is knowledge on different cultures and knowledge structure, *motivational intelligence*, which is an interest and motivation toward different cultures and *behavioral intelligence*, which is the ability to exhibit appropriate behaviors in different cultural settings (Earley & Ang, 2003). All four intelligences are necessary for leaders to function effectively in multi-cultural settings: leaders first need to be motivated toward other cultures and then to be able to recognize and understand cultural differences in multicultural settings, be able to integrate those cultural information into useful knowledge, and lastly, be able to behave adaptively and flexibly to produce optimal results in a given multi-cultural settings, all of which require cultural adaptive and interpersonal relationship building skills.

Summary. In today's global, dynamic, and uncertain business environments, the need for developing leaders and managerial talent throughout the organization is increasingly evident (Charan, 2008; Day et al., 2009; Zenger & Folkman, 2002). Cross-culturally competent leaders are especially critical for the future success of multinational companies (Javidan et al., 2006; Patrick et al., 1999; Robertson & Webber, 2000). However, there is no aligned, comprehensive global leadership development model (Morrison, 2000). While there are no aligned global leadership competencies, 16 leadership skills categorized into five competency-groups identified by Zenger and Folkman appear to be a solid model because of its extensive research methods among more than 20,000 executives and senior managers globally.

The literature underscores five important points. First, leadership development can be effective when done in a systemic and holistic manner, integrating challenging job assignments, learning and development programs, assessments, developmental relationships, and aligned HR and other organizational systems and support (Charan, 2008; Moxley & Wilson, 1998; Tichy & Cohen, 1997). Secondly, important competency for leaders in today's environment are *personal capability, results-orientation, leading organizational change, interpersonal skills*, and *personal character/integrity*, of which the latter two are especially so in a multicultural work environments. Thirdly, interpersonal skills on top of other leadership and managerial skills are especially important to become effective leaders in a multi-cultural work setting. Fourthly, while there are no aligned cultural typology, leadership and its development tend to be profoundly steeped in the culture of origin (Hofstede, 1980; Hoppe, 2004; Schein, 2004), and the transfer of leadership development program needs to be done carefully, so as not

to go against local cultures and values (Hoppe, 2004; Schein, 2004). Lastly, cultural intelligence (culturally motivational, cognitive, mental and behavioral competencies) is necessary to be developed for leaders to function effectively in multicultural settings (Earley & Ang, 2003).

While the important role of job assignment for leadership and managerial development has been well recognized, there are some challenges to overcome. First, many organizations and academia have not identified or established proven leadership development methods that work over time (Clarke, Clarke, & Campbell, 1992; Dragoni et al., 2009; Vicere, 1996). Second, further studies are needed to have better understanding as to (a) how developmental assignments and experiences translate into managerial competencies and (b) what supports or elements can accelerate leadership development (Dragoni, et al., 2009; McCall, 2004) as well as cultural intelligence or competency. This research aims to provide significant contributions, such as key competencies for effective leaders and the understandings of how to prepare leaders in the multi-cultural work environment by answering the above untapped areas.

Chapter 3: Research Methodology

The purpose of this research was to explore what developmental experiences are important for the development of effective organizational leaders/managers in companies functioning within the Japanese business environment as described by individuals currently functioning within these globally competitive organizations. A sequential explanatory mixed method design, using both quantitative and qualitative methods were used:

- At the first stage, a quantitative method was used with the objectives of (a) gaining basic developmental experiences and (b) screening effective leaders who were to participate in the second stage.
- At the second stage, a phenomenological, qualitative approach was used in order to understand the lived experiences of these effective leaders who have exhibited their leadership competency through the assessment. A phenomenological study describes the meaning of the lived experience for several individuals about a concept or a phenomenon (Creswell, 1998). The intention of phenomenological research is to understand persons' perspectives as they experience and understand events, programs, experiences, and emotions (Leedy, 1997) – in this case, it is perspectives and interpretations of leaders of western multi-national companies in Japan about their leadership development experiences and how those experiences helped them grow to be high performing.

Sources of Data

The primary source of data is leaders of multiple teams of for-profit organizations who are functioning in Western multi-national companies in consumer products industry in Japan. Multi-national operation is defined as doing business in more than two countries, and thus I have targeted companies that operate in more than three countries that have different cultures. Large companies targeted for this study were those that have a capital of four billion Japanese Yen (about 50 millions U.S. dollars) or more, while Japan corporation law defines a large company as those that have a capital of 500 millions Japanese Yen or more (about 6 millions U.S. dollars), which is only a threshold. Regarding the number of employees, I targeted for companies that have more than 400 employees. The criteria for inclusion in terms of the number of years in operation in Japan are those that have been in Japan for more than 10 years, which is a reasonable length to establish an organizational culture. The estimated number of total businesses meeting these criteria are about 100 Western companies representing numerous industries. For this study, the consumer product industry was targeted, and they represent less than 20% of total business.

Target leaders for this study were successful leaders or managers, such as directors, associate directors, or group managers of companies meeting the above criteria. Those successful leaders, who were introduced by HR managers of three participating companies, provided me with their important job assignments and key developmental experiences (first stage). Two leaders from each participating company, based on their leadership assessment results, were invited to participate in an in-depth interview (second stage).

A secondary source of data was artifacts of the organizations for which the leaders work. These include web site information and any other publicly available information about the organizations and their leadership development systems.

Data Collection Strategies and Procedures

A sequential explanatory mixed method design captured quantitative data first, and that was followed up by capturing qualitative data. The purpose of the sequential explanatory method was to use qualitative findings to help deepen the analysis and understandings of the findings from the quantitative data. This design is straightforward and has strengths in terms of ease of implementation, analysis, and reporting with its clearly separate stages (Creswell, 2003). As such, the sampling design is multistage.

The first stage of this study was a quantitative survey to understand the work-related strengths and developmental experiences and key competencies of effective leaders to identify key variables and common patterns, or discrepancies. The second stage was a qualitative interview to deepen understanding of the developmental episodes and perceptions of top tier performing leaders (who were selected from those participated in the first survey based on their leadership assessment results), which helped me to identify important developmental experiences to become effective leaders in Western multinational companies operating in Japan.

Phase one survey process. I targeted to recruit 20 to 30 effective managers functioning in three Western multinational consumer product companies operating in Japan, with the objectives of understanding their important work assignments and developmental experiences via quantitative survey and selecting the most effective managers who will be interviewed in the second stage.

The first phase involved five steps – (a) sending an invitation letter to HR managers through HR associations in Japan and my personal networks, (b) receiving an agreement from HR managers and sending an invitation letter for them to distribute to participating managers, (c) sending participating leaders a link to survey and assessment sites, (d) survey and assessments completion, and (e) receiving and analyzing survey and assessment results to determine candidates for one-to-one interviews. Specific steps are indicated in the following.

First step. In order to identify target companies for this survey, I sent an invitation letter to HR managers of multinational companies who meet the criteria including information about (a) research objectives, background, benefits, methods, and necessary actions, (b) asking them to introduce this leadership research to their high performing managers who have been on managerial job for more than 7 years, and (c) asking if they would agree to participate in this research (Appendix A).

Second step. Upon receipt of an agreement form from HR managers, I emailed them an invitation letter for them to distribute to target managers. The invitation letter explained the research project (e.g., objectives, background, benefits, methods, consequences, confidentiality and its voluntary nature) and invited them to participate in this research project (Appendix B). The recipients who wanted to participate returned an agreement email to me (Appendix C).

Third step. After an agreement email was received from participants, I sent them an email to thank them for their cooperation and asked them to (a) fill out basic leadership development survey, (b) go to attached links to complete TriMetrix on-line survey, and then (c) complete Zenger-Folkman 360 Degree Leadership survey (See

Appendix D). The objective of the survey is to obtain fundamental data and information around effective leaders' work and developmental experiences that helped them develop their leadership competency, as well as gaining basic information on their demographics (See Appendix E).

The survey questions were centered around job assignments, followed by other developmental experiences and supports, as those are primary developmental methods as indicated in the literature. Basic demographics information, such as function, job level, management tenures, age, and gender were obtained to ascertain the balanced representation and consistency of participating managers. The objectives of on-line assessments were (a) to ascertain the strong competencies and behaviors of effective leaders functioning in Western multinational consumer product companies in Japan and (b) to determine the top performers of successful managers among all, who were then asked to participate in the next interview stage. With regard to leadership competency assessment, I used Zenger and Folkman leadership competency model (Appendix F), as their competency list has been developed based on extensive research among more than 20,000 top executives and senior managers around the world, involving their stakeholders' feedback, unlike many other tools which were developed based on experts' ideas or self-rating by leaders. It is a 360 degree or multi-rating tool in order to more objectively assess individuals' competency and performance.

Zenger and Folkman (2002) identified 16 critical leadership competencies based on the extensive analysis using results from 237,123 survey responses on 26,314 senior executive and leaders; those competencies are then categorized into five clusters— (a) character/integrity, (b) personal capability, (c) focus on results, (d) interpersonal skills,

and (e) leading organizational change. Their research indicates that the more outstanding skills leaders have in a variety of clusters, the more effective they can be, and the higher the employee commitment can be, as discussed in the literature review. Its concurrent validity was confirmed via testing the relationship between Zenger and Folkman's assessment and the Mayflower survey, another validated leadership effectiveness measure, proving that they essentially measure the same thing (Folkman, 2007).

Secondly, I used TriMetrix, as a supplemental or back-up to a Zenger-Folkman leadership assessment. TriMetrix is a psychometric assessment tool that ascertains individuals' competencies, behavioral and values profiles, which has been used as management selection, development and coaching tools for more than 100,000 managers globally (Appendix G). Studies on TriMetrix assessment tool indicate that *interpersonal skills, goal achievement, influencing others, personal accountability, and self-management*, among its 23 leadership competencies, are key attributes of successful leaders and managers, which is mostly consistent with Zenger and Folkman leadership competency model and offers some additional dimensions. This tool has also successfully tested in terms of its validity.

Fourth step. The participating managers were to complete aforementioned survey and leadership assessments on-line. Self-administered questionnaires were primarily used to collect those data. The approximate total time to complete the survey and assessments was about one hour. In addition, Zenger-Folkman survey required additional 15-20 minutes from each of participants' stakeholders, such as boss peers and/or direct reports to provide their feedbacks. Both assessment data were electronically processed and

housed at assessment suppliers' data servers at Zenger-Folkman and Target Training International, Inc (for TriMetrix).

Fifth step. I first reviewed and analyzed the survey data to understand effective leaders' important job assignments and developmental experiences. The survey data was useful for me to understand and examine what kind of job assignments and developmental experiences, such as coaching by boss, on-the-job training, formal leadership training, or mentors, are perceived to be effective to help them develop their leadership competency and performance and finalize key themes and the protocol of the interview in the next stage.

The results from Zenger-Folkman 360 degree assessment was used to screen the top candidates for interview from each participating company. Zenger-Folkman 360 degree assessment provider informed me of the assessment results of the respondents from each company, which indicated their leadership effectiveness versus top 75 percentile extraordinary leaders norm, to be used to select candidates for the interview at the second phase. (I did not have to use my secondary selection measure, TriMetrix, as the Zenger-Folkman assessment clearly indicated top performers to be invited to the second research stage, i.e., interview. At the end of this stage, I have determined two top performing leaders from each of the three Western multi-national companies, resulting in six candidates. I sent all the survey participants a thank-you letter and their leadership assessment results, with a brief instruction of how to read and analyze the assessment report. For subjects who were selected for an interview, I also asked for their participation in the next stage, a one-on-one interview (See Appendix H). All six top performers agreed to join the interview session for the second stage of this research.

Phase two interview process. The second phase of the research involves semi-structured interviews. Interviews will provide in-depth information regarding respondents' experiences and viewpoints of a particular topic (Turner, 2010), and it helps researchers understand the context and meaning of people's behaviors, as well as the resulting consequences (Seidman, 2006). The open-ended questions without directional language and reference to the literature would be important in the interview (Creswell, 2003), in order to obtain honest or less biased responses from the interviewee. I did conduct an interview with six highly effective leaders selected from Western multinational companies.

Prior to an interview, those six subjects who responded affirmatively to an interview were scheduled via email for a time and place convenient for them. I collected in-depth data and information on job assignments and leadership development experiences and support.

Interview Protocol. I asked seven major questions during the interview process (See Appendix I). The questions focused on their thinking about competencies and characteristics as well as their personal experiences. Probes were used to ensure the subjects report on those assignments they felt to be most challenging. While there are 16 differentiating leadership competencies (Zenger & Folkman, 2002), I probed into (a) which competencies they have developed through developmental experiences and supports, (b) what support (e.g., assessment, feedback and coaching) have been important for them to translate their experiences into strengthened competency and performance, and (c) what practices the participants have to recognize, maintain and even strengthen newly learned skills.

Artifact Review. Prior to interviews, I reviewed and collected artifacts that convey the experiences of the target managers—for instance, the participant’s company values, principles, credos, philosophy on employee/leadership development and performance management from the home page and HR managers. Those artifacts were helpful to understand the leadership development cultures and systems, as well as to guide me to formulate probing questions when interviewing.

Interview logistics. I visited the participant’s company to hold an interview at their site in a meeting or closed room (or other locations as desired by the participant) suitable for one-to-one interview. I spent 60 - 90 minutes for each interview to understand their experiences and perceptions about seven areas. In order to record the respondents’ information correctly, a recorder was used and notes were taken by me during the interviews, upon receiving an agreement from the participant. The audio tapes were transcribed, and the written notes were typed in Word documents. The transcripts were reviewed by both me and the participants to ensure its accuracy.

Interview validity and reliability. The interview protocol was reviewed by my faculty advisor in order to secure its validity. After receiving approval, I conducted a pilot interview with a high performing leader who met the criteria of the sample population, and it helped me to confirm the clarity and sequence of the questions as well as the overall approach to the interview process.

Human Subjects Considerations

This research used an informed consent process in which each participant was informed of the study’s purpose, the intended use of the data, and the voluntary nature of the study; for example, participants only participate when they agree to do so in writing.

The survey participants were not asked to disclose any information to me regarding their specific identity, age, ethnicity, or religion. Participants were assured by me in writing that all responses will remain confidential and will be maintained and reviewed only by this researcher and the survey administrator.

In accordance with regulations 45CFR 46.101(b) and 46.101 (b) (2) of the Pepperdine Institutional Review Board's (IRB) Manual (2009), this research is exempt for the following reasons: (a) the participants in this research study will be adults who are not part of a protected group, (b) all personally identifiable information, such as names, contact information, and consent forms will remain confidential, and (c) individuals' responses and results from the surveys and interviews and all documentation will be confidential, even to their companies, HR managers or immediate managers. Approval to conduct the research was granted by the University's GPS-IRB in September of 2011. (See Appendix J)

As a measure of safety, all respondents had the option to review their comments prior to the completion of the research. Disclosure of the findings from the study will not place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. All artifacts and information collected, such as company philosophy and human resource development policy introduced on the web site and research participants' career history and awards, are already a matter of public record; therefore, there will be no violation of confidentiality. To assure confidentiality, communication between the participants and I have been done via e-mail. All documents associated with the findings from the interviews, survey and assessment summary (without participants names) will be kept on a memory disc in a safety box at my home

for five years. The raw data from survey and assessments are to be destroyed after my dissertation is completed.

Benefits to Participants

Benefits to the respondents' participation in the study were (a) increased self-awareness of their strengths and improvement opportunities from reviewing the report of TriMetrics assessment as well as their leadership behaviors assessment and (b) the insight around their leadership developmental experiences and possible future developmental opportunities from both the assessment reports and interview process and summary. The only risk to the participants was the time spent during the interview and review of their statements. In fact, this was one of the key reasons why some companies did not join this survey.

Analysis

At survey stage, I reviewed the results from (a) Zenger-Folkman leadership assessment and (b) TriMetrics, in order to determine top performers who scored high in both assessments. Regarding leadership competency and finalists selection, I primarily used Zenger-Folkman assessment tool: the leadership competency ranking were determined in their system based on the number of outstanding competencies rated as "strong/outstandingly strong (top two boxes of five-point scale)" by multiple raters (i.e., direct reports, boss, and/or peers), which informed us of their leadership effectiveness versus top 75 percentile extraordinary leadership norm. This helped me determine top two managers of each company. I included TriMetric assessment tool to select the finalists in case the Zenger-Folkman tool indicated three equally effective managers from the participating company.

At an in-depth interview stage, I gathered information around the seven key questions in this study and read all the transcripts carefully to get a sense of the whole as well as to identify key topics and themes (Tesch, 1990, as cited in Creswell, 2003). Phenomenological analysis proceeds through the methodologies of reduction, the analysis of specific statements and themes, and a search for all possible meanings of what individuals have experienced and how have those being experienced (Creswell, 1998). In order to achieve this, I read and reread the full transcriptions of each participant, listed and grouped every quote relevant to the experience, and determined the invariant elements through testing and eliminating those that did not contain a moment of experience necessary and sufficient for understanding it. Then, I coded those invariable meanings or delimited horizons into categories based on meaningful topics. I used the coded information to find corresponding information among the categories, which were combined into broader categories or themes, in order to identify similarities and differences among the subjects' experiences (modified Van Kaan method, as cited in Moustakas, 1994). Using Moustakas's (1994) phenomenological method, I then developed textural descriptions to indicate essences of the participants' leadership development experiences and create composite textural descriptions that summarized essences of experiences and meanings of all six participants. Then, I developed individuals' structural descriptions that capture how those experiences were translated into managerial competencies and performance for each participant, which was then summarized into composite structural descriptions. The last part of analysis is synthesizing composite textural and composite structural descriptions to develop a synthesis of the meanings and essences of the phenomenon or experience.

Finally, I based on an interpretation of the findings, determined detailed conclusions about leadership developmental experiences and important supports to ensure successful translation of the experiences into increased competencies and performance. Of note, the notes and transcripts were re-read several times in their entirety by me to ensure consistency of coding and interpretation. In addition, I asked a second person to review the coded data and analysis, as triangulation is important to increase the study's accuracy, clarity, and trustworthiness (Gall, Borg, & Gall, 1996).

Assumptions and Limitations of the Study

There are several limitations of this exploratory study: first, the study was conducted in Japan where business and leadership development practices, work values, and cultures may likely be different from other countries and ethnic groups; second, the target respondents are those working in large, Western multi-national corporations where members might be more trained and educated compared to traditional Japanese companies and also smaller and more flexible counterparts, especially in a newer, fast-moving IT industry. Another limitation could lie in the use of phenomenological research with six successful leaders, for which results could be different from other types of qualitative and quantitative research.

I assume that (a) the research respondents in this study answered all of the interview and/or survey questions openly and honestly, (b) their ideas expressed during the interviews reflected their honest thoughts and feelings, as well as their professional opinions, and (c) I did not impose my assumptions, thoughts, feelings, or limitations on emerging data. Also assumed is that the raters or stakeholders of respondents responded honestly.

Summary

A sequential explanatory mixed method design incorporating a phenomenological, qualitative approach was used to understand (a) what developmental experiences could help ensure organization leaders and managers become effective and high performing in Western multi-national corporations in Japan, and (b) what associated support can help translate those experiences into a new, or strengthened competency. Phenomenological interviews helped me understand leaders' perspectives as they experience and understand events, programs, experiences, and emotions (Leedy, 1997).

Secondly, in order to ensure the selection of the right interviewees, in other words, successful leaders in their organizations, I involved HR managers to introduce and endorse this research to their successful leaders, such as directors, associate directors, and group managers in their organization, and employed two types of assessment tools to objectively select top performing leaders and managers. Thirdly, as part of the selection process, I collected participant demographic data and leadership developmental experiences via basic leadership development survey, which helped to finalize my one-on-one interview protocol. Lastly, all six high performing leaders, who were determined based on Zenger-Folkman 360 Degree Feedback survey results, agreed to participate in one-on-one in-depth interview, the second stage of the research.

Chapter 4: Phase One Research Findings

This chapter presents the findings of the first phase of the research study. The overall objective of this research is to understand how effective leaders have been developed in Japan in this fast changing globally competitive business environment. To achieve this objective, I used a sequential explanatory mixed method design, using both quantitative and qualitative methods:

- At the first stage, a quantitative method was used with the objectives of (a) gaining basic developmental experiences and (b) screening effective leaders who was to participate in the second stage.
- At the second stage, a phenomenological, qualitative interview process was used to explore the lived experiences of effective Japanese leaders perceived by them as important for their development as leaders, what they learned from their experiences, and how they learned and translated into increased performance. These results are presented in the next chapter.

Phase one included 24 subjects working in the consumer goods industry, representing three different companies. These included consumer product, apparel, and food and drink. Participants were considered high performers by their organizations and held positions as director and associate directors.

General Findings From the Leadership Development Survey in the First Phase

The first stage of this study was a quantitative survey to understand the work-related strengths and developmental experiences of, as well as key competencies of, effective leaders to identify key variables and common patterns or discrepancies. Basic leadership development survey probed (a) number of job/assignment changes, (b)

characteristics and number of challenging jobs, (c) developmental experiences/support and its significance, and (d) significance of developmental relationship.

General finding 1. The survey results indicate that most (two-thirds of 24) leaders in this survey have experienced five times or more job and assignment changes in the past. Also, 70% of those respondents have worked for more than one company; more than 40% have worked for three or more companies to date – 8% who have worked for five or more companies and 38% for those worked for three to four companies. (See Table 2)

Table 2
Experiences of Job Transfer and Change among Phase 1 Participants

	<u>10+times</u>	<u>5-9 times</u>	<u>less than 5 times</u>
(a) Number of assignment/job transfers or changes:	17%	54%	29%
	<u>5+ Co.</u>	<u>3-4 Co.</u>	<u>2 Co.</u>
(b) Number of companies ever worked for:	8%	38%	25%
	<u>1 Co.</u>		

Note: (N=24)

General finding 2. Majority (83%) of the respondents experienced very challenging assignments five times or more in their career to date. Among the six types of challenging jobs, characteristic of the challenging job most experienced by the survey respondents was high visibility to executive management (42%), followed by the one requiring dealing with difficult people (38%), new experiences or assignment/job transition (33%) and assignments with limited support by boss (33%). The majority (83%) of the respondents in this survey have experienced extremely challenging assignments five times or more in their career. Making major changes was least experienced by the respondents. (See Table 3)

Table 3
Characteristics and Number of the Challenging Jobs Among Phase 1 Participants

	Frequency of Experience:	Frequency of Experience:		
		<u>10+times</u>	<u>5-9 times</u>	<u>less than5</u>
(a) New experience or transition		33%	42%	25%
(b) Very challenging task		25%	58%	17%
(c) Dealing with difficult people		38%	38%	25%
(d) High visibility to Executive Management		42%	38%	21%
(e) Limited support by boss/others		33%	17%	50%
(f) Making major changes		13%	42%	46%

Note: (N=24)

General finding 3. Boss is perceived to be most important for participants'

leadership development. Relationships with respectful and important people are effective in shaping people's lives (McCaulty & Douglas, 1984). Among boss, peers, coaches, and mentors as support for leadership development, "boss" is perceived to be most important for the survey respondents - 84% Top 2 box: "very important" by 63% and "important" by 21%. (See Table 4) "Peer" was cited as an important developmental relationship (96% Top 2 box: "very important" by 29% and "important" by 67%). Individuals mentioned as "Other(s)" as developmental relationships are spouse/family, friends and customers, and the most frequently mentioned was "spouse/family."

Table 4
Developmental Relationship and its significance to Your Development Among Phase 1 Participants

	Significance to Development				
	<u>Very Important</u>	<u>Important</u>	<u>Not So Important</u>	<u>Not Important at all</u>	<u>No Response</u>
(a) Boss:	63%	21%	17%	0%	0%
(b) Peer:	29%	67%	4%	0%	0%
(c) Coach:	29%	38%	21%	4%	8%
(d) Mentor:	25%	33%	29%	0%	13%
(e) Other:	50%	13%	4%	4%	29%

Note: (Question) How important is/has been your relationship with the following individuals to your leadership development? (N=24)

General finding 4. The important developmental experiences. These experiences among the survey participants were first and most important “Challenging job and assignments” as rated as very important (top one) by 79% of the participants, then, “Support by boss, coach or mentor” (46%), and thirdly, “Performance assessment and feedback” (38%) - consistent with the literature. There were not many participants who rated “training and development programs” and “career development program” as very important. (See Table 5 below)

Table 5
Developmental Experiences/Support and its Significance Among Phase 1 Participants

	Very Important	Important	Not So Important	Not Important at all	No Response
a) Challenging job/assignment	79%	17%	0%	0%	4%
b) Training and development program:					
① Managerial/leadership program	29%	50%	17%	0%	4%
② Business skill development training	17%	58%	21%	4%	4%
③ Communication skill development program	25%	38%	33%	0%	4%
④ Technical skill training program	17%	38%	42%	0%	4%
c) Career development program	8%	46%	42%	0%	4%
d) Performance appraisal and feedbacks	25%	58%	8%	6%	4%
e) Support by boss, coach, and/or mentor	46%	42%	8%	0%	4%
f) Performance assessment and feedback	38%	54%	4%	0%	4%
g) Corporate culture that encourages learning,	33%	38%	21%	4%	4%

Note: (Survey Question) How has the following experiences been important to your leadership development? (N=24)

General finding 5. While training was perceived less important for participants’ leadership development compared with other experiences, “managerial/leadership program” was rated highest among training programs. Among the training programs, “managerial/leadership” program was rated as highest in terms of its importance to participants’ leadership development, followed by “business skill development”

programs, compared with “communication skill development” and “technical skill training” with their Top 2 box (rated as very important / important) at 79%, 75%, 63%, and 55%, respectively.

Specific Findings from the Survey Results on the Six Selected Leaders

Based on their Zenger-Folkman Multi-Rater feedback survey results, I selected six leaders among 24 participants from three Western multinational companies operating in Japan—selecting those who rated the two highest among the participants from each company.

Interestingly, the leadership development survey indicated that all 24 participants, both among highly scored and less scored groups, had a wide variety of different types of challenging experiences, such as new experiences, challenging tasks, dealing with difficult people, high visibility projects, limited support by boss, and making major changes. This suggests that merely experiencing diverse types of challenging job experiences does not necessarily help managers to be highly effective.

However, there were two key differences between those who scored high on the assessments and those who scored less in (a) the number of challenging job experiences, and (b) developmental relationship experiences.

Successful leader-related finding 1. The majority (four out of six) of those who scored top two among the participants from each company responded that they experienced different assignments or job changes more than 10 times, whereas it was only 6% (one out of 18) among the rest of survey respondents. This is in line with literature, which indicates job experience is the key to personal growth and leadership development. However, this does not mean those who selected changed companies more

frequently than the rest—in fact, 67% of the selected leaders worked for just one company in their entire career at Western corporations. (See Table 6)

Table 6

Job Transfer and Change Among Selected Top Performers Versus the Rest

Number of Times of Job Transfer and/or Changes:	10 times or more	Less than 10 times
Selected Six Leaders (N=6)	67%	33%
The Rest of Leaders (N=18)	6%	94%
	Two/2+ Companies	Only One Company
Number of Companies Ever Worked for:		
Selected Six Leaders (N=6)	33%	67%
The Rest of Leaders (N=18)	83%	17%

Successful leader-related finding 2. Influence of boss/coach support and performance feedback were perceived to be more important among the selected leaders than the rest of leaders. While most of the survey participants perceived that challenging job assignments as very important for their leadership development, 67% or four out of six of those who scored high on the Zenger-Folkman assessments perceived “Boss/coach support” and “Performance assessment and feedback” as “very important” for their development, directionally higher than those who are not selected for the interview phase. (See Table 7)

Successful leader-related finding 3. “Corporate culture that encourages learning” and “training and development program” are perceived to be more important by the selected leaders than the rest of leaders. 60% of the selected leaders perceived corporate culture as very important for their development, whereas only 28% of the rest of leaders perceived so. Among training and development programs, “management/leadership program,” “communication skills development,” and business

skill development” are received directionally more highly among the six selected leaders than the rest of the leaders. In other words, highly effective leaders indicate higher appreciation toward development opportunities, compared with those with lower scores in 360-degree feedback assessment. (See Table 7 and 8)

Table 7
Developmental Experiences/Support and its Significance - the Selected versus the Rest

	<u>Very Important</u>	<u>Important</u>	<u>Not So Important</u>	<u>Not Important at all</u>	<u>No Response</u>
(a) Challenging job/assignment:					
Six selected Leaders (N=6)	83%	17%	0%	0%	0%
The rest of leaders (N=18)	78%	17%	0%	0%	6%
(b) Support by boss, coach, and/or mentor:					
Six selected Leaders (N=6)	67%	33%	0%	0%	0%
The rest of leaders (N=18)	39%	44%	11%	0%	6%
(c) Performance assessment and feedback:					
Six selected Leaders (N=6)	67%	33%	0%	0%	0%
The rest of 18 leaders (N=18)	22%	56%	11%	6%	6%
(d) Corporate culture that encourages learning:					
Six selected Leaders (N=6)	50%	33%	17%	0%	0%
The rest of 18 leaders (N=18)	28%	39%	22%	6%	6%
(e) Training and development program:					
① Managerial/leadership program					
Six selected Leaders (N=6)	50%	50%	0%	0%	0%
The rest of 18 leaders (N=18)	22%	50%	22%	0%	6%
② Communication skill development program					
Six selected Leaders (N=6)	50%	33%	17%	0%	0%
The rest of 18 leaders (N=18)	17%	39%	39%	0%	6%
② Business skill development training					
Six selected Leaders (N=6)	33%	50%	17%	0%	0%
The rest of 18 leaders (N=18)	11%	61%	22%	0%	6%
③ Technical skill training program					
Six selected Leaders (N=6)	33%	17%	50%	0%	0%
The rest of 18 leaders (N=18)	11%	44%	39%	0%	6%
(f) Career development program					
Six selected Leaders (N=6)	17%	50%	33%	0%	0%
The rest of 18 leaders (N=18)	6%	44%	44%	0%	6%

Table 8
Developmental Relationship and its Significance to Your Development – the Selected Versus the Rest

	<u>Very Important</u>	<u>Important</u>	<u>Not So Important</u>	<u>Not Important at all</u>	<u>No Response</u>
(a) Boss:					
Six selected Leaders (N=6)	67%	33%	0%	0%	0%
The rest of leaders (N=18)	61%	17%	22%	0%	0%
(b) Peer:					
Six selected Leaders (N=6)	50%	50%	0%	0%	0%
The rest of leaders (N=18)	22%	72%	6%	0%	0%
(c) Coach:					
Six selected Leaders (N=6)	50%	50%	0%	0%	0%
The rest of leaders (N=18)	22%	33%	28%	6%	11%
(d) Mentor:					
Six selected Leaders (N=6)	50%	50%	0%	0%	0%
The rest of leaders (N=18)	17%	28%	39%	0%	17%
(e) Other (e.g., spouse/family, friends, customers):					
Six selected Leaders (N=6)	67%	0%	0%	0%	33%
The rest of leaders (N=18)	44%	17%	6%	6%	22%

Findings from Zenger-Folkman 360-Degree Feedback Assessment in the First Phase

Based on Zenger-Folkman Multi-Rater Feedback survey, those six leaders who scored top two were rated higher on all the five leadership competency categories (i.e., characteristics, problem solving skills, results-orientation, interpersonal skills, and change skills) compared to the rest of the 18 participants. Although there are no significant differences, for those who were not scored as top two from each company, “interpersonal skills” were rated lowest among Zenger-Folkman’s five leadership competency categories, showing the largest gap versus those scored top two (See Table 9).

Summary of Findings for Phase One

This chapter presented the key findings of the first phase of the research study. At the first stage, a quantitative method was used with the objectives of (a) gaining basic developmental experiences and (b) screening effective leaders who was to participate in

Table 9.
360-degree Survey – Mean Rating on Five Leadership Competency Categories

<u>Leadership competency category</u>	<u>those scored as top 2</u> (n=6)	<u>those scored less</u> (n=18)	<u>diff.</u>
- Characteristics	4.07	3.54	.53
- Problem-solving skills	4.06	3.41	.64
- Result-orientation	4.04	3.40	.64
- Interpersonal skills	4.02	3.24	.77
- Change skills	3.97	3.33	.64

the second stage. The results indicate that most (two-thirds of 24) leaders in this survey have experienced five time or more job and assignment changes in the past. “Challenging job assignment” is perceived to be most important for participants’ leadership development, followed by “support by boss, coach or mentor” and “performance assessment and feedback,” and “training and development” and “career development” programs are not rated as high.

Zenger-Folkman Multi-Rater Feedback survey helped me determine the top two leaders from each participating company, totaling six out of 24 survey participants in this survey. Those six selected leaders were rated highly on all the five leadership competency categories (characteristics, problem-solving skills, result-orientation, interpersonal skills and change skills) versus the rest of the participants (16).

Of note, there are some differences between six of those who were selected as top two performers from each participating company by Zenger-Folkman 360-degree

feedback survey results and those who were not (16 out of 24 participants). First, the majority (67%) of those who scored top two from each surveyed company experienced different assignments or job changes more than 10 times in contrast with only 6% (one out of 18) among the rest of survey respondents. Second, “boss” is perceived to be the most important developmental support for participants’ leadership development, more so among the six selected leaders than the rest.

Chapter 5: Phase Two Findings—Phenomenological Interview

The second stage was a qualitative interview to deepen understanding of the developmental episodes and perceptions of six top tier performing leaders in Western multinational companies from the consumer products industry operating in Japan. The six leaders chosen for interview out of the 24 directors and associate directors from stage 1 were primarily male and age 40 to 49. Three of them had over 10 years experience as well as had overseas experiences. The functions they managed did vary though two individuals were responsible for sales functions. In order to protect confidentiality of the participants, pseudonyms, not their real names were used. (See Table 10)

Table 10

Key Profile and Demographic Data on Participants

Name/ pseudonym	Gender	Age	Years as Manager	Overseas Experience	Function to Manage	Company's Product Category
Abe	Male	40-49	10+	Yes	IT	Household
Beppu	Male	40-49	10+	Yes	R&D	Household
Chikara	Female	40-49	10+	Yes	Finance	Apparel
Doi	Male	30-39	7-10	No	Marketing	Apparel
Etoh	Male	40-49	7-10	No	Sales	Food & Beverage
Fujita	Male	40-49	7-10	No	Sales	Food & Beverage

Note: ($N = 6$)

As phenomenological research attempts to eliminate everything that represents a prejudgment (Moustakas, 1994), I was careful to set aside my bias and preconceived ideas before analyzing the data to understand the essences of the six subjects' experience during their interviews. All interviews were conducted face-to-face and were digitally recorded and transcribed verbatim. I read and re-read transcripts several times to fully understand their perceived experiences—the phenomenon of how these effective leaders have been developed in Japan without preconceptions and presupposition.

I analyzed the interview transcripts, using phenomenological reduction and

imaginative variation methods, and I identified 39 important elements or components of leadership development. As the research participants' experiences have several common elements or factors in their leadership development experiences, they were grouped into 11 themes. I thoroughly examined the themes vis-à-vis the statements of each participant, in order to ensure that they represent each participant's experiences or horizons.

During analysis of the interview transcripts, I used horizontalization to give every statement in the transcript equal value and eliminate irrelevant and repetitive statements. This technique is useful to identify horizons, the textural and invariant elements of the phenomenon (Moustakas, 1994) of what effective leaders experienced, and what they learned. *Textural descriptions* describe what was experienced by individuals who experienced the phenomenon, while *structural descriptions* indicate how it was experienced (Creswell, 1998).

In the following section, I will introduce each participant's leadership development via (a) individual's textural descriptions to indicate their experiences and learnings and (b) horizontalization excerpts, provide (c) composite textural description, which summarize the key developmental experiences and learnings among the participants, then, present (d) structural descriptions to understand how the participants have learned and translated their learnings into increased competencies, and, lastly, (e) textural-structural descriptions to understand the total picture of leadership development experiences of Japanese effective leaders.

Participants' Horizontalization Excerpts and Textural Descriptions

In order for the reader to understand the developmental experiences explained by the participants of this study, I will first provide horizontalization—or their important

statements—to illustrate their horizons—or important elements excerpts—with their short profiles, and then, textural description on their developmental experiences and learnings in a context. Their invariant meaning horizons are listed in a table following the descriptions.

Horizontalization excerpt – Mr. Abe. Mr. Abe is a director for global business services in a Western consumer products company. He joined the company as a college graduate and has spent entire career in the field of information technology over 20 years. While working in the same job function at the same company, he has held various leadership roles for a number of different groups in different locations. He has been very passionate about making things happen. His three important developmental experiences were (a) his first overseas assignment in the U.S. Headquarter since his late 20s, (b) an IT manager position based in Japan while managing virtual team in Asia in 30s, and (c) sales IT manager working on standardization projects dealing with external stakeholders, such as competitors and government officers.

1. During my first overseas assignment at our Headquarter in the United States in my late 20s, I experienced American ways of meeting management, making proposals, and building a team, all of which were very different from what I used to. We can't manage our business and people in Japanese ways in today's business environment. So, I started practicing new ways of operating and managing business while I was in the United States. I started speaking up more and making decisions fast. This wasn't easy as I needed to speak English, not my mother tongue, to communicate and collaborate with people from different cultural background. So, it was a challenging new

assignment that I learned new business management and operating skills.

2. After my U.S. assignment, I came back to Japan to lead a regional project, and I have remotely managed diverse teams consisting of members from several Asian countries. To my surprise, all my members in Asian countries were from top notch schools and from high social class. Further, some of them were leaving the company suddenly for new opportunities. This was a culture shock to me. Retention was one of key issues in managing people in Asia and building trusting relationship and motivating them were keys to retain team members. As the members were working in different countries, when their issue arose, I couldn't meet and discuss their problems face-to-face over drinks after work which was my usual style in Japan. So, I spent quite amount of time to visit and talk face-to-face for long hours to fully understand and motivate them.
3. I was working on industry standardization, working with other companies and also government officers. Most other members were all in their mid-50s from traditional Japanese organizations. In the first meeting, I started several conversations, asking questions and talking my ideas early in the meeting, as that was our corporate culture. Later I saw one person from another Western company speaking up and articulating his point in a very logical and pushing manner, I looked around the room and realized that no one was really listening and supporting what he was saying. I learned that I have to understand and switch my communication styles to adjust to the unspoken rule here to engage and effectively influence members from traditional

Japanese organizations. So, I started observing their behaviors more closely, talking to them to learn their styles as well as their needs. Over time I have built strong relationships with members from Japanese organizations.

4. One day, the general manager called me to his office and asked if I know the words *statesmanship* and *noblesse oblige*. He explained the meanings, and told me that I need to be politically skillful and genuinely respectful, and what behaviors I need to exhibit as a true leader. That really changed my attitude toward how to approach problem solving, send message, and influence people. He became one of my role model for leaders, and I observed and learned from him about leadership presence, message and behaviors.
5. Leaders must be accountable for others. That will help others take ownership on the job and grow. So, I always try to help my people take risks and work on new challenges. As a result, they will learn fast and grow fast, and their motivation will be also high.

Individual textural description – Mr. Abe. During his first challenging, overseas assignment at the Headquarter in the United States, Mr. Abe encountered totally new ways of operating and managing business, different from Japan—a very structured way of running meetings, prompt decision making, different ways of involving external vendors, different ways of building a team. Reflecting on what he used to see in Japan, such as a slow decision making process and discussion outside meeting rooms, he was convinced that he needs to master these Western styles of business operation and management – “I need to speak up, and make decisions timely,” and he practiced and

developed those new business management and operating skills in this new, challenging assignment in an English-speaking country with a different and diverse culture.

After returning to Japan from his U.S. assignment, Mr. Abe became a manager leading several Asia regional IT projects remote from Japan—a new challenging assignment with a bigger responsibility. As this was his first time to lead and manage Asian people from outside of Japan, he experienced various cultural shocks. First, he was shocked to know that most of Asian members and colleagues were from elite families and graduated from top notch MBA schools, speaking and behaving elegantly. A real shocking matter was those young members were leaving the company suddenly without sufficient advanced notice. Retention was really critical for him as a leader to effectively run the team. As they were working outside of Japan, he couldn't say "Let's go out and talk over a drink," which was his usual approach when there were issues in his team in Japan. He told himself, "I really need to build trust with these members as quickly as possible by any means." So, he has visited each member's location to really understand their needs, wishes, and concerns, and cared, supported and motivated them as a leader. While he visited his members in their locations, he stayed several days and spent hours and hours to really get to know them, understand them, and motivate them to work together on an exciting project, creating and showing a bigger project picture and perspectives. By so doing, he strengthened his skills to listen, engage, build relationships, and motivate others during this assignment as well as his cultural sensitivity and adaptability.

Mr. Abe's third learning period was when he was sales IT manager, working on industry standardization with external people, including competitors' representatives and

government officers mostly above 50 years of ages. As he had never worked for Japanese companies, he had no firsthand experiences of traditional Japanese ways of proceeding on projects and running meetings. In the first meeting, he initiated conversations several times but the participants' reactions were slow. He observed how other Japanese members were behaving during the meeting and realized that they waited for their turn to come to speak. He also noticed their power balance, and hidden consensus and decision making process. He has learned Japanese ways of keeping relationship and harmonizing behaviors in a politically correct manner.

In addition to the above three episodes, he had various learnings from one of general managers he worked for. Mr. Abe was very aggressive in his early 30s. At one of the multifunctional project meetings, he participated to solve project issues, he argued and accused one of the project members for not performing well—logically, but not in a nice way. The general manager later called him to his office and coached him in building nobles oblige or statesmanship as a leader. Coaching and advice by this general manager helped him become more sensitive and considerate of the people around him and all stakeholders where he first became manager. This general manager became his role model, and Mr. Abe modeled his strategic speech, leadership presence, mindset, and political savvy after that first manager.

As a leader, Mr. Abe wants to create an opportunity for his people to be challenged and grow. To Mr. Abe, keys to becoming an effective manager are the development of global business management and operating skills, trust and relationship building skills, and team development skills regardless of cultural backgrounds, and

political savvy, sensing cultural differences and power balance. (See Table 11 for his themes and invariant meaning horizons)

Table 11

Themes and Invariant Meaning Horizons from Mr. Abe's Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices
Working in new cultures	Working in a new culture and/or organization Managing people with different culture Dealing with people with different culture
Developmental relationship	Working with great boss/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership mindset and mindset Political savvy

Horizontalization excerpt – Mr. Beppu. Mr. Beppu is a director for product development organization in a Western consumer products company. He joined the company and has grown mostly in the purchasing department, except for the last several years in his current assignment. He is passionate about and committed to making things happen. He has held various leadership roles for more than 10 years, both inside and outside of Japan. He is in mid-40s. He indicated that his top three leadership development experiences were (a) his first overseas assignment in the United States, (b) managing

mergers and acquisition, and (c) starting up current organization. In addition, he revealed that he had a number of various learning opportunities when working with his prior bosses regardless of Japanese or non-Japanese.

1. The first biggest learning for me was when I had the U.S. assignment at a global purchasing organization. Before this assignment, I thought I was a hero in Asia. Once I moved to the U.S. organization, I needed to manage multiple groups to work on a dying project without much knowledge about business practices and local suppliers in the United States. My usual Japanese communication style didn't work. I needed to quickly learn and gain new knowledge about business and suppliers in the United States. This was a really tough job. I failed miserably in the first year, but I learned that I need coalition and support to succeed there. In the second year, I started showing my vision more clearly, and engage and energize my members and people in related groups. I did lots of conversation and relationship building with other people, and I succeeded.
2. The next big learning and growth opportunity for me as a leader was when I worked on one of mergers and acquisitions projects. While my overall acquisition goal and strategies were already made by the Headquarter office, I needed to translate the strategies into detailed local plans and execute them in Japan. The toughest challenge was around headcount reduction. For instance, I needed to reduce the size of their purchasing organization from 15 to just two people. I've done all the business gap analysis and work and people allocation plans, and then, executed them... I spent lots of time

talking to people to listen to them, understand their needs and concerns, as well as to coach and mentor them to ensure the whole situation and decisions make sense.

3. The start-up of current organization also gave me a vast learning and growth opportunity. There was no clear picture of this new organization. I came from a well-established and well-structured purchasing organization as a leader to start up this newly established organization whose objective was to create and implement an open innovation business model – a totally new idea for the company. I needed to lead the project working with existing research & development organizations and also external companies and sometimes competitive companies to accelerate our innovation. I need to manage various competing interests within and across the organizations, such as research and development (R & D) organization, which is interested in developing technologies internally or competitors who do not want to work with us. I totally failed in the first year. Almost all the projects I worked on failed. I reviewed what went wrong and what went ok and corrected my strategies drastically for the second year. I focused only on the big projects that were clearly aligned with global strategies, so that I could obtain their attention and resources. While there were lots of tough discussions and negotiations with all the stakeholders, including R&D and our competitors, I completely executed the plans and made two mega successes in the second year.
4. At the end of my first year of the start-up work of new organization, I was

saved by comments and encouragement by my boss. He said to me that I am doing the toughest job, working on a totally new concept, and leading diverse groups with somehow competing interests. So, please keep working with confidence. His word really made me feel relieved.

5. I push myself out of my comfortable zone to learn and grow. So, I have kept asking for new challenging assignments to date. Our system and culture in this organization supported my growth, as they allow young people to challenge, initiate and lead new projects, and people support us to succeed.
6. I learned lots of learning from my boss to date – both Japanese and non-Japanese, through dialogues. They taught me how to work effectively, how boss should be, how our life should be, and so on...They really helped me learn and grow. So, I want to do the same to my people, and help them learn and grow.

Individual textual description – Mr. Beppu. While Mr. Beppu was on the first challenging U.S. assignment, he encountered many difficulties when communicating his ideas as his colleagues and external suppliers were all non-Japanese and he did not know the U.S. business practices and cultures. He failed miserably in the first year. Reflecting his first year, he made significant changes in his operation practices and communication styles in his second year. In this assignment, he has strengthened (a) business and meeting operating practices, (b) cross-cultural communication and relationship building skills with better cultural awareness and sensitivity, and (c) his leadership skills and behaviors.

Moving to a new assignment working on a merger and acquisition project, Mr. Beppu had to make a series of hard choices and executions, especially with regard to organization restructuring and headcount reductions. While fundamental strategies were determined by the U.S. headquarter, he needed to make detailed action plans and put them in to actions diligently to deliver the results. Here he practiced and learned how to make tough decisions, thoroughly communicated with and involved all his members in planning and decision making, and thoroughly executed them in a way that are logical and fair to stakeholders. He has further strengthened his listening and engaging skills, team leadership skills, and making and executing tough decisions to achieve set objectives.

When moving to his current assignment to start up a totally new organization, Mr. Beppu has experienced one of the toughest experiences as a leader. While he has spent his entire career only in a purchasing organization till then, he needed to design and organize a new product and development organization, consisting of R & D and purchasing groups, and strategize how to create new innovate technologies and product, working with various internal and external stakeholders, including even competitors. In this leadership development episode, he has strengthened his strategic competency, such as aligning and showing a big vision and strategies, working with and utilizing global resources. Also, he practiced and strengthened leadership presence and political savvy when negotiating with various internal and external customers.

In addition to the above three episodes, Mr. Beppu has learned various learnings from his bosses to date—both Japanese and non-Japanese through working and talking with them. Those bosses showed him how to be a good manager, how to communicate,

engage, and work effectively with others as a leader. They also help Mr. Beppu learn and acquire how to view our lives or how our life should be, and so on. He was also saved by kind consideration, supportive words, and encouragements by bosses to date. Mr. Beppu now wants to give back what he gained and learned from his previous bosses.

Table 12

Themes and Invariant Meaning Horizons from Mr. Beppu's Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices Starting up a new organization Experiencing failures in business/team
Working in new cultures	Working in a new culture and/or organization Managing people with different culture Dealing with people with different cultures
Developmental relationship	Working with great boss/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills Strengthening technical expertise and competencies
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives Developing and executing focused strategies
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership presence and mindset Political savvy

To Mr. Beppu, keys to becoming an effective manager are the development of global business operation and strategic planning skills, engaging and relationship building skills and team skills across the boundaries, overcoming cultural differences and

barriers. (See Table 12 for his themes and invariant meaning horizons)

Horizontalization excerpt – Ms. Chikara. Ms. Chikara is a director for a finance organization in a Western apparel company. She started her career as a system engineer in a consulting firm, moved to a consumer product company as a finance manager, moved to a small apparel company, and then joined this larger apparel company. She has held various leadership roles for more than 10 years. Different from other participants in this research, she has spent several years outside of Japan during her elementary school days, accompanying her parents. She is in her 40s:

1. I had the biggest learning and growth opportunity when I worked under an American boss in my prior company. She exhibited a leadership style I have not seen before. For example, she showed a clear vision, goals, and strategies of her organization and its projects, clearly explained why so, and then, explained roadmap and processes to achieve the goals very clearly and logically. All were clear and logical to me. The American boss has role modeled effective leadership and team management for me.
2. The American boss gave me many business challenges for me to solve. I have used her project and team management approaches and skills to solve problems through involving and engaging my members into the solution. I learned and executed team or project management skills through my daily work – thanks to my boss. As I was rather new to finance organization, the boss also helped me gain business acumen and financial skills in a logical, step by step manner.

3. I learned the importance of communication, engagement, and motivating others in my first assignment as a divisional finance manager. As that was a new experience moving from a general finance job, I learned various business models and also technical expertise. However, the biggest learning for me was around how leaders should use communication. The whole industry was not good and our business was declining. General manager created discussion opportunities for all the members to share thoughts, feelings and ideas to solve issues. He also engaged with employees very well, created or identified and celebrated small successes. He really valued communication with other people. I learned how to build relationship and motivate people through working with that general manager.
4. I gained a challenging spirit when I was working with a boss at my first company. He always gave me difficult projects and new tasks that I never experienced. I tackled the task, struggle with some issues, but eventually I came out ok. This experience made me feel and convinced that I can and want to try new things, and also I need to continue changing or growing myself. So, I have challenged various new assignments and opportunities.
5. I have learned many things from my bosses, coaches or mentors. For example, I was suffering from team issue and problem subordinates. My mentor helped me recognize the priority tasks, issues, and how to spend my time according to the priority. This dialogue helped me out from my time management issue, spending too much time on problem people, resulting in improving my time management skill and increased team performance.

Individual textural description – Ms. Chikara. One of Ms. Chikara’s key leadership development experiences was when she switched her career from consultant to finance manager, when joining her second company in a sports goods industry. There she met and worked under a great American boss—the first time non-Japanese boss. Her boss has taught her financial skills and showed her how to lead and manage teams, such as setting clear mission and goals, showing a strategy and steps to get there, and follow through to ensure the team achieves their goals. Her boss gave her various challenges, and Ms. Chikara worked hard to achieve whatever she was tasked to accomplish. Having this boss as her role model, Ms. Chikara developed effective team leadership skills and project management skills, on top of strengthening her core technical competency areas, such as financial competencies and business acumen.

In her next assignment as a divisional finance manager working under an empowering boss, Ms. Chikara experienced new organization culture: revenue growth focused mindset in the entire organization, which was different from a finance organization she worked in her prior assignment. Further, she also saw and experienced the general manager, her new boss, communicating with his people and building good relationship in his team. Despite a very tough business in a declining industry, her boss focused on encouraging, identifying, and praising his people’s positive efforts and changes. Ms. Chikara learned, practiced, and developed effective engagement, communication and relationship building skills, while showing a vision and strategies for her team.

Ms. Chikara understood from her childhood experiences that her perceptions and common sense may not be the same for other people. Therefore, in order to bridge

people's worldviews, she focuses on understanding and communicating with other people. She knows that she cannot strengthen her communication and engagement skills without going through countless encounters and experiences with other people.

Ms. Chikara built a challenging spirit when she was working in the first company under a demanding boss, who kept giving her stretch tasks and new challenges constantly. She was purposeful to keep moving on to new companies and taking on new challenging and broadening jobs—that was for her to keep growing as professional and as a leader.

Table 13

Themes and Invariant Meaning Horizons from Ms. Chikara's Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices Experiencing failures in business/team
Working in new cultures	Working in a new culture and/or organization Dealing with people with different cultures
Developmental relationship	Working with great boss/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills Strengthening technical expertise and competencies
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership presence and mindset

To Ms. Chikara, the keys to becoming an effective leader are the development of effective business leadership skills and presence, communication, engaging and

relationship building skills to build a collaborative team. (See Table 13 for her themes and invariant meaning horizons)

Horizontalization excerpt: Mr. Doi. Mr. Doi is a department manager for Tokyo District Sales in a Western apparel company. He joined the company right out of college and started his career as a retail salesperson in the company, and he grew up to a department manager in the company. He has held various leadership positions for more than eight years, working with diverse customer segments. Some of his important development experiences included: (a) opening a new shop to sell his apparel products in a department store, (b) managing a new team, and (c) creating and developing a new sales team. He is in late 30s:

1. I learned and developed fundamental business management skills when I was assigned to open a new store collaborating with one of our key accounts (clients) that was a department store. I was very excited and passionate about this project and worked with various different stakeholders. My passionate and intensive trials, however, failed within one year. Reflecting the results, I learned that I needed more thorough preparations and collaborations with both internal and external stakeholders.
2. When I started managing a new team, I experienced slow business growth, so I ordered and told my people what to do day in and day out; however, the business situations did not change and the stagnant business continued. One day I noticed my people did not look happy nor enjoy working. I realized that my top-down decision making and directing everything was not working, so I changed my approach to be listening to and making people

make and implement their own decisions.

3. I think my next big learning experience was when I was working on building a new sales team while expanding my new account segment. At the initial national meeting, I introduced myself and presented my ideas to all managers in that segment. During my speech, I noticed that all the participants were not accepting and listening to me. I immediately sensed that I needed to first build relationship to work effectively with them. So, I started visiting them and hold a series of one-on-one conversation with each one of them to fully understand their business plans, wishes and concerns and build trusting relationship. I also developed my salespeople through teaching sales fundamentals and coaching on their planning and executions.
4. I learned many things from my prior bosses. My first boss supported me and my work style, and encouraged me to be distinctive and take initiatives no matter what other people say about you. That word gave me a confidence and courage to continue working on new ideas, and I started involving and working with people more harmoniously. Another boss taught me to constantly challenge and review my perspectives and approaches to be correct and effective holistically and from the others' perspectives. This helped me strengthen my business effectiveness as well as people skills.

Individual textural description - Mr. Doi. One of Mr. Doi's key leadership development periods was when he was assigned to open and manage a new shop for their products, working with his customer: a department store. He was very excited about this new challenging job with a bigger responsibility. Despite his passion and lots of efforts,

however, the project did not deliver much revenue, and failed in one and a half years. Through this failure, he learned the importance of clear goal alignment among all the stakeholders and thorough preparation and collaboration with both internal and external stakeholders at the outset of the project. He also learned the importance of aligning a big picture and common objectives.

Mr. Doi used to be a top-down direction type manager, who ordered and directed what to do and how to do to others. During one of business plateau periods, he realized that his top-down, directive approach did not work for his team. He thought through the situation and determined to change his management style to be more listening and allowing, or empowering others. He quickly recognized that this approach works to develop his people as well as building open communication environments in the work place.

When he moved to his current assignment, he faced a huge challenge. In the initial meeting with all the store managers he was going to work with, he gave a speech to introduce himself and his sales strategies; most participants showed skeptical looks and did not listen to him. As he found this non trusting relationship in this organization was really a serious issue, he immediately started visiting all the stores and talked with each store manager face-to-face and successfully built good relationship in the end.

In addition, Mr. Doi has also learned various lessons from his bosses to date in terms of leadership perspectives and behaviors. For instance, Mr. Doi was very outspoken when he was young, and he was not well accepted by his colleagues. However, his boss supported his ideas and encouraged him to keep working on his ideas. He learned the importance of allowing members to think for themselves and take initiatives

without detailed hands-on management. Also, he learned to see the situation from total perspectives to understand others' perspectives and to expand his worldviews.

To Mr. Doi, effective leaders are those who provide the right perspectives and empower and develop their people. The keys to leadership development for him are (a)

Table 14

Themes and Invariant Meaning Horizons from Mr. Doi's Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices Experiencing failures in business/organization
Working in new cultures	Working in a new culture and/or organization Dealing with people with different cultures
Developmental relationship	Working with great boss/people Working with great peers/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills Strengthening technical expertise and competencies Thorough planning skills Coordination and execution skills
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives Developing and executing focused strategies
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership presence and mindset

strengthening communication and (b) interpersonal relationship building skills for both internal and external stakeholders and strengthened business development competencies.

Without understanding people and their ideas and emotions, leaders cannot decide and

implement plans effectively. (See Talbe 14 for his themes and invariant meaning horizons)

Horizontalization excerpt: Mr. Etoh. Mr. Etoh is a director for Key Account Management organization in a Western food and beverage company. He joined the company after finishing school, and started his sales career. He has more than 15 years of business management experiences at different locations and different market segments. As a sales professional, Mr. Etoh has climbed a career ladder through achieving sales growth with a strong results orientation. His three most important leadership development experiences were (a) a new assignment in business development work early in his career, (b) early phase of sales manager days, and (c) his current position as national sales director. He is in his mid-40s:

1. I learned and developed business management skills when I was assigned to a business development manager to develop and execute business plans to make an inroad in new markets. The biggest learnings I had in this assignment were to acquire business management fundamentals and also actively listen to understand thoughts and feelings of others, which will help open their mind and make them collaborate with me. Before moving into this position, I was just presenting and pushing my ideas to them, which didn't help me grow my business.
2. Working on business management has certainly strengthened my self-management skills. Once the target is set and agreed, my job is develop specific action plans working with stakeholders, and then diligently working at completing my tasks and action plans to achieve the goal effectively and

efficiently. You see, if people are out alone day in and day out, they can take a rest any time they want. But, I keep working on my tasks as planned and scheduled diligently to achieve the goal.

3. When I moved to the Japan head office and started dealing with customers in various locations all over Japan, my horizon certainly expanded. I went out talking to various new customers and learned their ideas, new ways of thinking business, local or regional business practices that were different from the ones I used to. This not only helped my business perspectives but also helped me strengthen business coordination skills to best meet diverse needs from customers.
4. My business horizon and management perspectives have grown further, since I took current roles to manage the largest key account in Japan. As my responsibility for revenue, profits, and organization have significantly grown, I now think like and behave like a business owner, focusing on the total company benefit, including the benefit for customers and partners. This is a significant shift from my previous focus which was only on my division and revenue.
5. I have been lucky in that I have had a number of great people to work with to date, including my peers and subordinates. I have been surrounded by those who are all aligned to achieve our common goals. I have tried to listen to their thoughts and ideas, encourage them to put their ideas into actions, and follow up till they complete their tasks and achieve the goal. In retrospect, I think I learned this empowering approach from one of my

bosses in my earlier career. When I asked his feedback about my business ideas, he asked me back to see what I think. When I responded my answer, he encourage me to do it as I want, and then to reflect. I realize that I am now taking his approach.

Individual textural description – Mr. Etoh. When he was assigned in his first challenging job, business development in the middle of his career, he learned and acquired new, effective business development and management skills competencies, such as foundational sales planning steps and selling skills, business development and management process and activities, and also active listening skills to be sensitive to cultural differences and to understand his customers' needs and wants, rather than pitching what he thinks they should buy. This experience developed his communication skills, self management, and sales management capability.

During his second significant development experience when he was in charge of some of national key customers, Mr. Etoh needed to talk to and understand a wide variety of customers with various cultural and organizational backgrounds throughout Japan and then coordinate the best action plans with his internal stakeholders. In this assignment, he has further developed his communication and relationship building skills and also skills to coordinate the plans with both his external customers and internal stakeholders.

In his current job as national sales director, Mr. Etoh has expanded his perspectives from focusing on revenues in one division to focusing on revenue for an entire company, thinking both business and customer relationship, reflecting on his expanded responsibility for managing nation-wide sales and marketing operation. He explained, "I now see things from a president (company) perspective, rather than a

department head. He now develops and executes more long term strategic plans rather than short-term tactics.

It is important to note that his colleagues and peers have been important sources of leadership development for him. He said, “I have been lucky in that I have had a number of great people to work with to date.” He said they were very communicative and collaborative toward achieving common goals, which in turn made him listen to others attentively, support, motivate, and allow them to act on what they want to do. Importantly, his boss in his earlier career, who trusted Mr. Etoh and allowed him to take actions on what he believed in, must be one of key influential persons who developed and shaped his supportive and empowering leadership style.

To Mr. Etoh, effective leaders are those who have big perspectives and key guiding principles and support and empower their people. The core of developing effective leaders for him are (a) strengthening effective business development skills, (b) developing effective communication and interpersonal relationship building skills, and (c) maximizing supportive and empowering leadership skills. In his work, he shows a big picture, clearly specify directions and principles, encourage his people to take initiatives, and support their efforts. (See Table 15 for his themes and invariant meaning horizons)

Horizontalization excerpt: Mr. Fujita. Mr. Fujita is a sales director for the food customer segment in a Western food and beverage company. He started his career at one of the group’s companies in a rural area. He has more than 10 years of sales management experiences in different market segments, in different locations and different

Table 15
Themes and Invariant Meaning Horizons from Mr. Etoh's Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices
Working in new cultures	Working in a new culture and/or organization Dealing with people with different cultures
Developmental relationship	Working with great boss/people Working with great peers/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills Strengthening technical expertise and competencies Thorough planning skills Coordination and execution skills
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives Developing and executing focused strategies
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership presence and mindset

organizations of the same company. Mr. Fujita has a strong results orientation, which he has leveraged to grow along a career ladder. His top three important development experiences were (a) sales management development program, (b) first managerial experiences, and (c) current sales director work. He is in his mid-40s:

1. I learned and developed fundamental sales management skills through sales training and development program, soon after I moved into the beverage sales division. I learned how to plan sales strategies and selling activities, and how to communicate effectively and build trusting

relationship with customers in a systemic ways, in sharp contrast to my prior push-oriented selling behaviors. This development program was integrated with sales contest throughout the year. I worked hard to achieve my target. My business has significantly increased and I started receiving thank-you messages from customers. This shifted my attention from selling to supporting my customer business growth and becoming a trusted advisor for them.

2. Up until I became an area manager, I was focusing so much on my performance, and less on my subordinates and peers. My boss then told me not to stand out, rather, to support people around you, so they do well and look good. From this point on, I started teaching and developing my subordinates. However, I realized later that my interpersonal and people development skills were still not good: one day I received a feedback from another boss at later career to empower my people rather than telling. His comment made me change my people development approach from telling to listening and empowering.
3. After I moved to current assignment, my work became even more exciting with significantly larger business size, building business for total Japan. I also enjoyed working with smart people with strategic thinking. While I wanted to build business as fast as possible, it didn't grow as I had hoped. So, I felt I really have to change myself. I realized that I have grown through empowerment by my bosses to date, but I don't do much praising and empowerment to my people. In the last few years, I have empowered

and took more empowerment approach toward people development, such as, finding small changes my people make and praising their positive efforts.

4. As I learned a lot about leadership mindset, behaviors and skills from my bosses to date, I would like to give back what I have learned to my people. I want to empower my people, delegate more, help them grow and perform better, and make them proud of themselves. I am not good enough to empower my people, yet, but I am trying.

Individual textural description - Mr. Fujita. Mr. Fujita's first leadership experience was a sales management development program where he learned advanced consultative selling and sales management skills, and he also implemented those new skills and behaviors to compete and win against the rest of the salespeople for the rest of the year as part of sales contest. In this capacity, he has developed skills to build customer relationships and to generate customer business. With this new sales management skill acquisition, he has continuously increased his business.

When moving to a manager position for a small district, he experienced and learned to manage a number of subordinates. Before this position, he was single-mindedly focusing on his own performance development, rather than his stakeholders and people around him. His boss expressed his expectation toward Mr. Fujita as a new manager, "If your performance stands out in this district, you are not doing a good job as a manager. Instead, if your people and stakeholders' performance stands out, you are doing a good job." From this point onward, Mr. Fujita focused his efforts on developing his people's performance. Likewise, he has learned several lessons on what good leaders should do from various bosses to date through both observations and their advice and

coaching.

In his current role, Mr. Fujita is very proud of managing one of the largest organizations, working with great sales people. Nevertheless, he experienced a tough time with a stagnant sales growth, and he struggled to identify what he should do to turn around the situation. He reflected his approach and behaviors toward business development to date, and realized that his “telling” style is not working to grow business in this organization. While he cared about his people, his management style was telling and advising, and not much of asking, listening, and coaching. In order to improve his business and team situations, he committed to changing his leadership style to be more empowering. Now, his new leadership behavior, such as asking, delegating and praising his people, is working toward increased business as well as empowered members. (See Table 16 for his themes and invariant meaning horizons)

Composite Textural Description of Leadership Development

Composite textural description is an integration of all of the individuals’ textural descriptions into a group textural description. Thus, it describes what the effective leaders under this research experienced in terms of overall developmental as well as what they learned from those experiences. I first describe their developmental experiences and then lessons learned from those experiences.

There were 11 invariant meaning horizons among six successful leaders which were categorized into three types of developmental experiences that effective leaders under this research found very effective: (a) business challenges, (b) interpersonal and cultural challenges, and (c) developmental relationship. All the successful leaders of

Table 16

Themes and Invariant Meaning Horizons from Mr. Fujita’s Interview

Themes	Invariant Meaning Horizons
New, challenging job	Experiencing a new challenging job/assignment Taking a bigger responsibility Experiencing new operating or managing practices Experiencing failures in business/organization
Working in new cultures	Working in a new culture and/or organization Dealing with people with different cultures
Developmental relationship	Working with great boss/people Working with great peers/people Being assisted and coached by boss/coach/others
Business competency	New operating and management skills Strengthening technical expertise and competencies Thorough planning skills
Strategic perspectives	Seeing bigger picture/vision and strategic perspectives
Interpersonal competency	Engaging, and building and maintaining relationships Listening and understanding people with different cultures Cultural sensitivity and adaptability Caring, supporting, and motivating Messaging and influencing skills Team leadership and/or management skills
Leadership attitude and mindset	Leadership presence and mindset

Western multinational companies operating in Japan found experiencing and overcoming business challenges to be very important for their leadership development. As indicated in the first phase of this research, most of the leaders interviewed in the second phase have had more than 10 times of challenging experiences on the job. This is consistent with what literature says: challenges on the job are the primary source of leadership development.

One type of experiences successful leaders in this research perceived as developmental was a “challenging, new assignment.” All six leaders have cited a challenging new assignment as their key developmental experiences. All interviewees in

this research expressed that those challenging, developmental assignments came with challenging tasks and bigger responsibilities, requiring new competencies; and they were fully accountable for overcoming any difficulties they were facing to deliver the results. A start-up of new organization or organizational change and forming a newly integrated organization was also mentioned as challenging business experience. Some of the interviewees, such as Messrs. Beppu and Doi and Ms. Chikara, have even experienced failures in business or team. So, in order for an assignment to be called as developmental, it needs to come with a wide variety of challenging business factors, such as new jobs or assignments with a tough goal, bigger responsibilities, and requiring new or different skills, rather than a single challenging factor.

There were 14 invariant meaning horizons in terms of learning developed through important work experiences, which were categorized into four themes: business competency, strategic perspective, interpersonal competency, and leadership attitude and mindset.

All successful leaders in this research responded that they developed and acquired “new business operating and management skills,” “thorough planning skills,” “coordination and execution skills,” and “enhanced technical expertise,” through experiencing these business challenges on the job. Further, assignments with bigger responsibilities at higher job level have helped them expand their horizons and leadership perspectives and strengthened their visioning and strategic skills, and also increased their adaptability and flexibility. Also, several interviewees mentioned that they gained confidence and a challenging spirit, or *can-do attitude*, in what they do, as they overcome

tough challenges one after another.

The second type of important on-the-job developmental experience was associated with a new culture and interpersonal relationships—an assignment that requires managing or dealing with people with different thoughts, standards, mindset, attitudes, or different cultural backgrounds. For Mr. Abe and Beppu, it was working with and managing people in the United States or Asian countries who have different work cultures and expectations toward leaders. For Ms. Chikara, it was a new company and new function with different corporate cultures, different functional mission and interests, and also different leadership styles by American bosses. For Messrs. Doi, Etoh, and Fujita, they experienced a new and larger organization, working with new and wide variety of internal and external stakeholders. In working with people with different cultural backgrounds, whether inside or outside of Japan, the research subjects were exposed to different ways of thinking, different attitudes, standards, and practices whom they needed to communicate, negotiate, and align with, when planning and implementing business and organizational plans. Those experiences have created uneasy and difficult work situations or additional workload for leaders, such as difficult, more time consuming communications, interpersonal conflicts, unaligned teamwork, declined morale, and even stagnant productivity and business—something they had not experienced in their prior or accustomed work situations.

During those new, difficult interpersonal and cultural work situations, all participants in this study realized and learned the importance of and need for being open to different ideas, norms, and attitudes, as well as the importance of appreciating and leveraging those differences. Most of them learned and developed new or better ways of

“listening and understanding others or other perspectives,” “being culturally sensitive and adaptable,” and “building and maintaining trust or relationship,” in order to effectively work with people with different cultural background. They were very aware that relationship and trust building skill is one of the fundamental leadership competencies or a foundation to build and maintain teamwork. In so doing, they learned to become more tolerant with cultural differences and be flexible and adaptable to deal with those differences. Also, through managing and leading in a new or different culture, the research participants have expressed that they have improved their competencies to “message to influence others,” “care, support, and motivate subordinates,” and “lead and manage teams.” Many of them have changed their management and communication styles from “telling and directing” to “listening and empowering.”

The third type of leadership development experiences for the participants in this study was developmental relationship with whom to role model effectively, coach, and give them advice. Through receiving coaching and advice or observing their role model behaviors, the research subjects have learned and enhanced mindset, attitudes, and perspectives as a leader—qualities of leaders, such as being considerate and mindful of others and all stakeholders rather than themselves or their teams. They have also learned and strengthened communication skills as leaders to be more engaging, empowering, persuasive, and strategic. Some have learned business management skills and team leadership and management skills. Some others have learned “leadership presence” and “political savvy” to project a positive image and influence to their teams and stakeholders.

Some participants cited that technical training programs in their early career

stage or in their new assignment or career transition were very helpful to increase business or project management competencies, such as holistic selling skills training, or business management training, or finance training. Those trainings were directly linked with their daily work and their progresses were measured via tracking business performance and feedbacks. Those technical or functional training programs have also worked to make them competent in what they do, resulting in increased performance and business results and thus, confidence, as well.

In summary, all of the research participants have experienced both business challenges and interpersonal or cultural challenges simultaneously, and they have successfully overcome those “job AND interpersonal” challenges. So, it was not one or the other— it was a dually challenging situation when a new assignment became really developmental. Consequently, dual challenges provided two types of competencies— business management competency and interpersonal or team management competency. As they faced complex business and people-related challenges in their role as a leader, they learned and acquired the ability to relate with people in different cultures and to acknowledge and leverage their strengths to deliver better results. Also, their bosses have given important developmental opportunities by role modeling and coaching on effective leaders’ behaviors and being. Some developmental or educational programs were perceived to be effective, especially to develop their technical competencies at their earlier career stage. Table 17 summarizes important developmental experiences and learnings from the experiences that six successful leaders had—seven major themes and 25 invariant meaning horizons matching with six leaders verbatim.

Structural Descriptions

Structural description provides an underlying dynamics of the experience—how of the phenomenon or how it is experienced (Moustakas, 1994). Structural description facilitates the development of a deeper understanding of the experience. To explore the structures of these effective leaders' experience of leadership development, I used imaginative variation, seeking possible meanings, and viewing the phenomenon from various perspectives to understand how the experience of the phenomenon became what it is.

In this section, I will indicate two types of structural descriptions that explore the underlying dynamics of how leaders developed and became effective through their experiences, that is, first, individual structural descriptions and then, composite structural descriptions, which describes the overall experiences across the participants in this research.

Individual structural description – Mr. Abe. The key underlying structures that characterized Mr. Abe's leadership development were “learning through experiences and in the moment” of challenges he faced throughout his career. The challenges he encountered included working in the United States and Asia where he could not speak the language fluently, where cultural habits were different, and where he needed to learn how to operate business and manage his stakeholders, including local vendors. For example, when he was first transferred to the United States and experienced new business practices and different people behaviors, he was shocked about very different behaviors and cultures in the new environments, but he quickly understood and learned that typical

Composite Themes and Invariant Meaning Horizons for All Six Participants

Themes	Invariant Meaning Horizons	A	B	C	D	E	F
Developmental Experiences: New, challenging job	• Experiencing a new challenging job/assignment	✓	✓	✓	✓	✓	✓
	• Taking a bigger responsibility	✓	✓	✓	✓	✓	✓
	• Experiencing new operating or managing practices	✓	✓	✓	✓	✓	✓
	• Starting up a new organization		✓		✓		
	• Experiencing failures		✓		✓		
Working in new cultures	• Working in a new culture and/or organization	✓	✓	✓	✓	✓	✓
	• Managing and leading people with different culture	✓	✓	✓	✓		✓
	• Dealing with people with different cultures	✓	✓	✓	✓	✓	✓
Developmental relationship	• Working with great boss	✓	✓	✓	✓		✓
	• Working with great peers/people		✓			✓	✓
	• Being assisted and coached by boss/coach/others	✓	✓	✓	✓	✓	✓
<u>Learnings from Experiences:</u> Business competency	• New operating/management skills	✓	✓	✓	✓	✓	✓
	• Strengthening technical expertise and competencies		✓	✓		✓	✓
Strategic perspectives	• Thorough planning skills	✓	✓	✓	✓	✓	✓
	• Coordination and execution skills	✓	✓		✓	✓	
	• Seeing bigger picture/vision and strategic perspectives		✓	✓		✓	✓
Interpersonal competency	• Developing and executing focused strategies		✓		✓	✓	
	• Engaging, and building and maintaining relationships	✓	✓	✓	✓	✓	✓
	• Listening and understanding people with different cultures	✓	✓	✓		✓	
	• Cultural sensitivity and adaptability	✓	✓	✓	✓	✓	✓
	• Caring, supporting, and motivating	✓			✓	✓	✓
	• Messaging and influencing skills	✓	✓	✓	✓		
Leadership attitude and mindset	• Team leadership/ management skills	✓	✓	✓			✓
	• Leadership presence and mindset	✓	✓	✓	✓	✓	✓
	• Political savvy	✓	✓				

Japanese ways of running business does not work in the United States, and he needed to

learn and practice new ways to perform effectively in local cultures.

When in new challenging environments, Mr. Abe sensed and recognized the need for new behaviors and practices through observation and intuition and learned those new skills by doing or by a trial-and-error approach in the moment of encountering new or different cultures and practices. He used the same learning-by-observation-and-doing approach when he was managing Asia regional projects. He realized that he needs to change his communication and relationship building practices to engage and motivate his members in Asian countries. When he was assigned to represent the company to help standardize pricing practices in the consumer goods industry, he observed and learned traditional meeting management and decision making practices and behaviors through intuition and a careful observation of other participants – their dos and don'ts. He was a keen observer of both himself as well as others in order to effectively adapt to and leverage the cultural differences and diversities in the situation.

Mr. Abe willingly and proactively tried and practiced new skills and behaviors to best perform in the situation, without insisting on his familiar approaches. His basic mindset and attitude toward new experiences and learning are very positive and open. He was willing to take on new challenges and learn new skills and new ways of managing business and people. He perceives that there is no one best way in this fast changing business environment. Therefore, he challenged conventional ways as well as his usual behaviors to be effective and to deliver better results.

In order for him to constantly improve his competencies, he consciously reflected on his performances, actions and behaviors to identify what worked well and what didn't on a periodical basis. Also, he reflected his behaviors vis-a-vis his role

model's behavioral and attitudinal standards—how the being and doing of effective leaders should be. For this, he sought for and listened to the advice and coaching from his boss and role models. In his earlier career, he received significant coaching comment about his rather arrogant attitude and his *too results oriented* behaviors, which made some of his stakeholders lose face; he also learned to be politically savvy.

Mr. Abe's leadership development was driven by his willingness to dive into and learn from new experiences and new environments, his "observe-and-try-something-new" learning approach, "self-reflection during and after the experience," and his "practice of seeking feedback from others."

Individual structural description – Mr. Beppu. The structures that lie beneath Mr. Beppu's leadership development were "willingly diving into new experiences," "learning through trial-and-error," "self-reflection during and after the experiences" and "taking improved actions" to overcome any challenges he faced throughout his career. As a young, high potential purchasing manager in Japan, he willingly accepted his first challenging overseas assignment in the United States, which he needed to manage multiple projects and work groups, where he did not have solid knowledge of local business practices and both internal and external stakeholders, yet needed to communicate in the language he could not command proficiently. He tried very hard to achieve his business goal throughout his first year in the United States. He, however, missed his target and failed miserably. He learned the lesson the hard way during his first year, learned power politics in the United States, and then, changed his project management approaches in the second year. He has also changed his leadership and team management style to be more engaging and energizing to achieve his team vision,

resulting in a solid success in the second year.

While “diving into a new challenge and learning through experiencing” is his primary learning approach, Mr. Beppu did thoroughly analyze business and organization situations before he determine and implement his business plans. He just doesn’t overanalyze the situation. He dives into a new challenging situations and learns by doing. In order to achieve his goals, he periodically makes self-reflection, uses intuition, modifies and implements revised strategies and action plans. He is passionate to make a difference and improve business results. This passion drives him to keep learning and developing new capabilities. That’s why he has constantly expanded his capability and doesn’t make the same mistakes.

Mr. Beppu likes to take on new challenges. As such, his basic attitude toward learning is “taking new challenges and stepping outside of his comfortable zone,” which can make him grow and make a bigger difference. He showed his courage when taking current assignment – a start-up of new organization to accelerate open innovation. In this capacity, while he has single-mindedly grown his career in the purchasing organization, he now leads a research and development (R&D) organization without much knowledge about R&D and manages possible conflicts between the organizational mission for external collaboration and R&D’s internal development mentality. This truly shows his challenging spirit and learning through doing development approach.

He mentioned that he learned a lot from various bosses he had to date in terms of business management, leadership beings, and life. He has always tried hard to live up to the expectations from his past and present bosses.

Individual structural description – Ms. Chikara. The structures that lie beneath

Ms. Chikara's leadership development were "willingly diving into new challenging experiences," and "learning through observation and practices" to achieve her goals. Taking on new challenges constantly is her primary approach to learn and grow herself. She has worked for five companies in four different industries, information technologies, management consulting, sports goods, and apparel industries, starting as a system engineer, and then, moving to finance function where she has remained for the last 10 years. She constantly plunges herself into new environments, learns new things, and keeps on growing.

Another learning style of Ms. Chikara is "observe-and-model" the best practices or role model. She always introduced her bosses as her role models when she explained her leadership development episodes. She made a big growth as a leader when she was working for an American boss who role modeled new leadership styles for her, such as showing a big, clear vision and convincing business case for change; describing how to get there; and guiding her members with walk-the-talk. Ms. Chikara understood and learned firsthand the importance of setting and communicating a clear vision, convincing reasons for change, providing a road map to achieve the objectives and goals. She thoroughly observed her boss to learn in the moment and practice new leadership actions, behaviors, and mindset. Ms. Chikara learned the importance of open communication and energizing people by observing another boss who role modeled engaging and energizing his members during a severe business situation for the entire industry through constantly talking to each employees and recognizing and praising small wins.

Developmental relationship, such as a boss, a coach, or a mentor, has worked in

two ways for Ms. Chikara's leadership development. First, it worked as a role model that she observes, models, learns and acquires new behaviors and skills, as explained above. Secondly, it worked as a checking and correction mechanism. She reflected on her current status and progress either through their feedback and advice or her self-reflection – how well she became closer to her role model. Incorporating her reflection, she modified or strengthened her approaches or behaviors.

Regarding Ms. Chikara's basic mindset and attitudes toward learning and development, she believes that she needs to change herself—her behaviors and/or competencies—to grow and perform better. For that, she put herself in a new challenging situation, which can be a driving force for her constant occupation changes. Second, she understands that her common sense is not always a common sense for other people, which she learned when she was living in Germany in her childhood. This belief drives her to observe and thoroughly investigate to understand what is really happening and what she needs to do to best perform in the situation, which is an important driving force for her to learn from the experience in the moment. Third, she believes that soft skills or interpersonal competency will require lots of experiences—or “Practice makes perfect.” Thus, she uses every opportunity for practicing her soft skills, such as communication skills, team management skills, engagement skills, and leadership skills.

Ms. Chikara, with her “change begins with myself” mindset, constantly dives into new challenging experiences, observes, models, and develops new leadership skills from doing and practicing, in an attempt to become closer to her leadership role models someday.

Individual structural description – Mr. Doi. The key underlying structures that

characterized Mr. Doi's leadership development were "diving into new challenging experiences and learning by doing" in the midst of challenges he faced as a sales and brand manager working with a various internal and external stakeholders who have different ideas, mindset, and cultures. When assigned in new jobs, he prepared himself for taking on new tasks, passionately plunged himself into the new challenging work, learned new behaviors and skills by doing, reflected on his actions and performance, and then, modified or changed his actions and behaviors to achieve his goals. He learns through trial and error with self-reflections.

His basic attitude toward learning is trial-and-error. He learned this trial-and-error learning approach from his first boss. In his earlier career he spoke out about what the company should do, and because of this outspoken habit, he was a bit isolated from the group. His boss was very supportive of him and encouraged him to take on what you believe and to learn and grow from mistakes. So, he has kept on identifying and implementing challenging and exciting projects, learned from doing and observing the progress, and modifying and consolidating his capability as appropriate.

Another characteristic of his learning approach is that Mr. Doi involves his stakeholders in his reflection of his performance. He gains feedback from both internal and external stakeholders to understand their perceptions and evaluations and to identify what he has to change or strengthen to achieve the goal. He also checks his plans with stakeholders before determining his action plans. He gained this habit when he failed in his first challenging project. Through that failure, he learned that passion and hard work alone will not lead me to success; he understood the idea of "I need to involve all the stakeholders in the planning to thoroughly prepare for success." Likewise, he does the

same, such as gaining feedback and input, during and after the project is over, in order to ensure his action and behaviors are sufficient.

Importantly, in his self-reflection, he checks both business and people/organization performances, as “people” is one of his most important values. He loves people and believes that one of core leadership roles is to support and help all members to grow and succeed. So, he can check his leadership development progress by observing his people and stakeholders. For example, when he was struggling with stagnant business results and depressed members, he realized through observation and intuition that his hands-on, top-down management approach was not working, and he shifted to a listening and empowerment approach.

Other important learning resources for Mr. Doi are “bosses” and self-study. Boss’s feedbacks and advice have been very effective and impactful to modify his behaviors, reflecting his high trust and values in people. He tried to live up to his boss’s expectations on his leadership competencies and behaviors. In addition, he also read books and joined training to learn new skills, and then, tried on and practiced new skills on the job. In recent years, he read books on coaching and improved his coaching and empowering skills.

Mr. Doi learned and developed his leadership competencies by diving into new challenging work, trying his ideas and skills, reflecting on his performance individually and collaboratively, and consolidating new skills.

Individual structural description – Mr. Etoh. The structures that lie beneath Mr. Etoh’s leadership development were “diving into new challenging experiences,” “learning through experiences,” and “learning and expanding perspectives through

talking with diverse stakeholders” to achieve his business goals. He climbed a sales career ladder to become a customer marketing sales director through experiencing a wide variety of challenging market segments and sales functions.

Mr. Etoh’s primary learning approach is “learning by intuition.” In his first challenging job, he intuitively learned that he doesn’t fully or correctly understand his customers’ needs and wants, and thus, he needs to talk to and actively listen to various stakeholders to make effective decisions to satisfy customer and business needs. He believes that, through absorbing wide variety of ideas from both internal and external customers he can not only expand his perspectives on market and business but also gain some insights and hints to expand the business. He said that he really values those hints and insights people give him, because they help him create new ideas and new actions. Consequently, visiting, talking and listening stakeholders became his routine to fully understand what they really needs and make right decisions.

Mr. Etoh learns and develops new competencies through doing and experiencing. Whatever gained intuitively through talking and listening to his stakeholders, he turns them into actions to contribute to the business. He checks how it is working and modifies as necessary. He does plan-do-check-adjust cycle and learns and builds capability through experiencing this cycle. He learned this habit from one of his bosses in his earlier career. Mr. Etoh asked his boss for his comment and suggestions toward his business plan. His boss, then, asked him “What do you think?” He replied he thinks it’s good. His boss said, “then, just do it. Try first, and then reflect to identify further opportunities.” His boss’s words made a long lasting impact on his challenging and learning approach. Of note, Mr. Etoh is an active learner rather than passive, so he checks with people about his

programs and actions, instead of observing people around what they do with his programs or actions.

Mr. Etoh makes self-reflection on a periodical basis. In addition to the company's once a year performance review session, he quarterly reflects on his behaviors and actions and business results his actions created. This way, he understands what actions worked and what did not, so that he can incorporate his findings and learnings in the next project or assignments. He wants to ensure he has sufficient learnings from failures so that he will succeed in the next round.

Lastly, business development training program was very effective for him to understand and developed effective business management skills and framework, which were very informative and educational to him in his earlier career. The program gave him a foundational sales management, so he became a good sales manager who can constantly build business.

Individual structural description – Mr. Fujita. The key underlying structures that characterized Mr. Fujita's leadership development were "learning through experiences, intuition, and self-reflection" while overcoming challenging tasks tackled in his career. Mr. Fujita has spent his entire career in sales organization of a food and beverage company, worked in various sections within sales, grown and become food market sales director.

Mr. Fujita's primary learning approach is "learning by experiencing challenging tasks." He has dived into a new challenging assignment and tasks, tried out his ideas and actions, and learned from doing. He not only has taken on newly assigned job, he has asked for challenging, yet rewarding jobs. Once he was on board, he quickly researched

his business situations and environments and then took his actions to achieve his business objectives. His action orientation for his learning was driven by one of his bosses in his earlier sales career before promoted to manager. Soon he started working for that boss and the boss told him, “I delegated the project entirely to you. You can do it!” Then, it became his practice that, once he was assigned a task, he prepared and implemented his plan himself without much relying on boss. He learned and acquired necessary competencies through planning and implementing the projects.

Mr. Fujita had several sources of motivation toward learning and completing his challenging tasks. One of them is the passion for achieving his target or increased business results. As a top salesperson, he has a strong desire for achieving the target or increased revenue. Another one is to gain appreciation and recognition from customers, which is another proof of building business. Thirdly, contribution to the growth of his members and teams is an important source of his motivation. Lastly, he has a desired leadership character, and thus, has been trying to become closer to his leadership vision. Mr. Fujita has been making conscious efforts to achieve his personal vision and mission.

In order to make sure he has developed himself enough to achieve his mission, Mr. Fujita has regularly made self-reflection during and after his actions. His habits to ensure his learning and growth is “reflect-and-consolidate” his behaviors and actions. When reflecting, he not only checked against his business goals, but also reviewed his impact on customers and his team or people. He reviews and reflects his performance, actions and behaviors when he senses things are not going well as he planned, using his intuition. During his prior assignment, he noticed that business was not moving well, and he realized by intuition that he needed to change first to improve the situation, no one

else; and so, he started shifting his directing and ordering performance management style to listening and empowering style.

As he values people as an important asset, Mr. Fujita observes and intuitively learns from people around him, especially, his boss and peers. He intuitively learned from bosses the importance of delegating and empowering members, and learned strategic thinking from peers and then started practicing new attitudes and behaviors.

Lastly, a sales training program was very effective for him to understand and develop effective selling mindset, sales skills and framework, which were all new to him in his earlier career. The program was very effective, as it gave him a foundational selling competency as well as it was tied with sales contest where he had fully utilized newly learned skills, leveraging his passion toward achieving higher results. This practical and holistic sales development program has laid a foundation for Mr. Fujita to become a solid business manager.

Composite structural description: How effective leaders overall learned from experience. Composite structural description is an integration of all the individual structural descriptions into a group structural description of the experiences. Thus, this section describes how effective leaders who were interviewed in this research have learned and developed what they learned from their developmental experiences along with their career growth. The characteristics of the composite structures underlying the effective leaders' development in this study are (a) an intuitive approach to learning from experience, (b) a reflective learning approach, and (c) an interactive learning approach to succeed in their leadership role, on top of (d) a proactive challenging and learning mindset to begin with. Table 18 summarizes the common the main themes and invariant

meaning horizons matching with six leaders' comments.

All the research subjects exhibited a proactive attitude toward taking a new, challenging experience and a willingness to learn: they sought and dove into new challenging jobs or assignments while looking for new or different growth and development opportunities. This was always the starting point for their learning and development in their new challenging jobs. Effective leaders in this research were all courageous to make this move without lengthy and too detailed analysis before the dive. They were highly motivated by growth opportunities and viewed the change as an opportunity for their further growth and development as business professionals or leaders. Effective leaders are willing to change and improve themselves.

Table 18.
Learning Characteristics of Six Effective Leaders

Themes	Invariant Meaning Horizons	A	B	C	D	E	F
Challenging mindset toward new experiences and learnings	● Open to and willingly diving into new experiences	✓	✓	✓	✓	✓	✓
	● Seeing new challenges as an opportunity to learn and grow	✓	✓	✓	✓	✓	✓
	● Strong passion toward achieving missions and tasks	✓	✓	✓	✓	✓	✓
	● Willing to learn and develop themselves	✓	✓	✓	✓	✓	✓
	● Willing to support others	✓	✓		✓	✓	✓

(continued)

Themes	Invariant Meaning Horizons	A	B	C	D	E	F
Intuitive learning during new experiences	● Learning through new experiences	✓	✓	✓	✓	✓	✓
	● Learning intuitively in the moment	✓	✓	✓		✓	
	● Learning from mistakes	✓	✓			✓	
	● Learning through observing people and team situations	✓	✓	✓	✓		✓
Reflective learning	● Learning through self reflections during actions	✓		✓			
	● Learning through periodical self reflections on both business results, team results and their skills/behaviors	✓	✓	✓	✓	✓	✓
Interactive learning	● Learning from boss's advice, coaching, and role model	✓	✓	✓	✓	✓	✓
	● Interacting and learning from peers/others	✓	✓	✓	✓	✓	✓
	● Being assisted and coached by boss/coach/others	✓	✓	✓	✓	✓	✓

The primary learning approach during experiences among effective leaders was “intuitive” or “learning in the moment” without much structured learning plan. They quickly developed and armed with new ideas and plans, and immersed themselves in new environments to tackle challenges on the job almost fearlessly. Effective leaders were oriented toward accomplishing their tasks and achieving missions or goals; they have a strong bias toward actions, and, thus, they learned through experiences via a trial-and-error approach. They understand intuitively or through their experiences that firsthand experiences on the job are the best source for their learning and development.

In order to attain their missions effectively, effective leaders in this research closely observed not only business results but also team situations and members attitudes, tracked their progresses against their expectations or milestones, reflected their actions and behaviors, learned what worked and what not, and identified their weaknesses and

further development skills and behaviors. Observation and self reflection were their key tracking and self-correction behaviors or mechanisms, which were driven by their passion toward achieving their commitments, missions and/or goals. Importantly, successful leaders in this research were all concerned with both business and people or team results. Many effective leaders conduct self reflection intuitively on the spot as well as periodically, such as quarterly or monthly. They never wait for their annual performance review session to reflect their actions and performance.

Third, all effective leaders in this research used some sort of role model to identify their development and further strengthening skills and behaviors. They were open to advice and coaching from their boss or coach and also sought feedbacks and coaching for their development. Also, many of them have regularly interacted and communicated with their peers and stakeholders to fully understand their needs and expectations toward leaders and their performance. Developmental relationship or learning companion was an integral and important source for their learning and development.

Textural-Structural Descriptions of Essence

The final step in Moustakas's (1994) phenomenological research is the intuitive integration of the textural and structural descriptions into the unified statement of the meanings and essence of the experience of the phenomenon as a whole, incorporating the invariant elements and themes and using a reflective and imaginative study of the phenomenon—what effective leaders in this research experienced and how they learned and developed themselves from what they have experienced.

Textural-structural synthesis—how effective leaders develop. The leaders in this research learned and developed effective leadership competencies through willingly immersing themselves into a series of new, challenging jobs and assignments. This section first provides the basic mindset of leaders, then the important developmental experiences they had and their learned and developed skills and competencies as a consequence of those developmental experiences, and lastly, their learning approaches, or how they translated their experiences into their new competencies and performance.

Leadership mindset. All effective leaders in this research mentioned several attitudes and mindsets that were in common among this group. First, they were open to new experiences and willing to take on new challenging jobs and assignments on a continuous basis. As a result, all of them had made several major changes in their roles and responsibilities even though most of them (five out of six) had stayed primarily in the same function at the same company throughout their career. They viewed a challenging job or assignment change as an opportunity for growth rather than a risk or something to avoid.

Secondly, effective leaders indicated a strong desire for achievements and success. Many of them requested assignment changes by themselves to take on a bigger responsibility and they have been relentlessly taking a new challenging job one after another to move forward and upward.

Thirdly, all effective leaders were willing to change and improve themselves without being told or ordered by their bosses. For them, skill development and mastery was not an option, but rather, an integral and necessary part of their work life to overcome new challenges and achieve their goals.

Lastly, in addition to their desire for accomplishment, they have people orientation. They showed strong care for and were concerned with people. They respected and valued their members and stakeholders and their comments, feedbacks, and ideas. They went extra miles to meet and satisfy the needs of their stakeholders. For many of the leaders in this research, people orientation seemed to be their natural trait.

Their mindset and attitudes toward new challenging experiences, accomplishment and success, people, new learning and self development are all interrelated and integrated into their leadership development.

Leadership development experiences and learned competencies. Effective leaders in this research dove into a series of challenging work with a challenging spirit and can-do attitude. There were two types of challenging work experiences: (a) “business challenges,” such as taking on a new job with a larger responsibilities and stretch goals and (b) “interpersonal or cultural challenges,” such as working outside of their home country and working with internal or external stakeholders with different values and cultural backgrounds or starting up a new organization or integrating and leading multiple teams with diverse interests and standards. It is important to note that all successful leaders in this research had experienced both types of challenging experiences simultaneously from their key developmental work experiences. For instance, one of the dual challenges for Mr. Beppu was his first overseas assignment working on a dying project together with American colleagues and external stakeholders with a wide variety of different operating practices, standards, communication styles, and cultures that must have really stretched and developed his critical thinking, social and cultural awareness,

interpersonal and team leadership skills. It was not either-or, but a combination of both business and interpersonal challenges that all leaders in this research had experienced and perceived as their developmental experiences.

While there were always this business-and-people dual challenge in their leadership development experiences, these research subjects had several developmental phases with different development focuses. First, at their earlier stage, most leaders experienced a new assignment that boosted and enhanced their business management and operating skills in a new work culture; and they learned new or better ways of developing and managing their core functional operation. For Mr. Abe, it was performing IT tasks in a new, better way in the United States with American members. For Mr. Beppu, it was managing purchasing jobs in a more effective manner with local colleagues and vendors in the United States; for Chikara, it was learning and developing finance expertise with a new boss and members; for Mr. Doi, it was developing and performing a marketing task in a new work environment, so on and so forth. Some leaders even experienced business failures, which drove them to further develop their business skills. Their primary key learning and development area was enhanced and strengthened functional expertise in order for them to perform in a new work environment with new internal and external stakeholders. For some leaders, functional skill development programs were also helpful at this stage, especially, when it was closely tied with a daily practice and business performance measurement. As the leaders enhanced technical expertise, they also became confident in their capability and taking on further challenges on the job with a can-do attitude.

Importantly, along with the above functional expertise development, all the effective leaders in this study have learned the importance of listening and understanding others' ideas, feedback, and concerns to strengthen their technical expertise, business operation and management skills, and improve business plans. Consequently, they have also developed interpersonal skills, such as active listening and understanding skills, questioning skills, relationship building skills. Many of the leaders have also expanded their adaptability and flexibility, and became aware of, accept, and adapt to new situations and practices, and adopted new skill set.

At the next phase, many effective leaders experienced a more complicated business challenge with broader responsibilities, dealing with people or cultural difficulties. Effective leaders in this research exercised and practiced more complicated business coordination and implementation skills, working with more diverse internal and/or external stakeholders. At the same time, they spent enormous time and energy to build trusting relationships with members and stakeholders. They needed to engage, motivate, and empower their members in order to effectively accomplish team results. At this development phase, they focused on strengthening both team results and team leadership. As a result, most leaders at this phase have acquired and strengthened their caring, engaging, relating, supporting, and motivation skills to build trusting relationships with and empower members and stakeholders with diverse needs and concerns.

At various development stages, all the leaders in this study have constantly dived into a new and expanded work environment, meeting people with different views, attitudes, and cultures. Through constantly experiencing new work environments and cultures, they became tolerant to or comfortable with diverse ideas and attitudes,

increased their sensitivity and adaptability to new cultures, and developed capability to leverage different views and ideas to achieve common goals. They have constantly developed cultural sensitivity and interpersonal skills as they grew and expanded their horizons from one level to another.

A higher or last stage of leadership development for many effective leaders in this study was when they started working at a director level position where they had to oversee their entire function or division from a wide range of perspectives, from total revenue to profit to customer satisfaction to employee satisfaction and development to all the stakeholder management. Many leaders in this research expanded their business and organization perspectives—some mentioned that they now see things from a president perspective, beyond a functional view, seeing an entire view and interrelations with internal and external stakeholders. Along with their perspectives expansion, many of them have enhanced their strategy development and deployment skills, incorporating broader worldviews and a sharper focus on top priorities.

Learning translation into heightened competency and performance. All the leaders in this study used intuitive learning—they learned and developed new skills and behaviors intuitively through experiencing and performing new tasks in a new work environment. Rather than intellectually analyzing their performance and environment, they constantly made self reflection and evaluated their performance by checking the results and observing or receiving feedbacks from their members and stakeholders during or after their actions.

Importantly, they looked at themselves, not others, when things did not go well or they did not achieve planned goals. Instead of looking for others to blame, they looked

at themselves and identified what behaviors or actions they had taken were good and what were not good. As soon as they identified improvement areas, they took actions to correct their own behaviors and performance. They used intuition, observation, feedback-receiving and self reflection for their learning and development of new behaviors and competencies to deliver and increase their business results. In order to satisfy their desire for achievement, constant observations and self reflections were their important habits.

As they valued people, effective leaders sought for input and suggestions from others not only when reviewing but also when planning and doing. Further, all effective leaders in this study had role model(s) who were their past bosses. They clearly remembered what they learned from their bosses and formed their personal leadership mission and vision and a set of leadership behaviors and attitudes they would like to pursue. They really valued and leveraged their learnings from coaching and a piece of advice from their past bosses. Those learnings and aspirations became part of their checking points during their self reflections, such as how they were treating and empowering members, how they were influencing stakeholders, and how they were projecting themselves in public. Effective leaders have fully utilized developmental relationship for their leadership development throughout their career.

Summary

This chapter has presented research findings from phenomenological interviews to explore the lived experiences of effective Japanese leaders perceived by them as important for their development—what they experienced, what they learned from their experiences, and how they learned and translated into increased performance, using phenomenological method. Phenomenological analysis proceeds through the

methodologies of reduction, the analysis of specific statements and themes, and a search for all possible meanings of what individuals have experienced and how have those being experienced (Creswell, 1998).

A textural-structural synthesis indicated that effective leaders in Western multinational companies operating in Japan had a wide variety of new, challenging assignments or work experiences that exposed them to both difficult business challenges and interpersonal or cultural challenges, working in a new work environment and with people with different views, attitudes and cultures. Those effective leaders have an open and welcoming mindset and attitude toward new challenges and continuous learning. They have been constantly taking a series of challenging assignments, and, as a result, they have learned and strengthened their business management and operation skills as well as interpersonal and empowerment skills. Their primary learning approach was “learning intuitively through doing, observing and a self-reflection.” Many effective leaders had their leadership vision or ideal state and behaviors, learned from their role models or bosses and their coaching and advice.

Based on the findings, my conclusions and recommendations for application and practices and future research on leadership development will be presented in the following chapter.

Chapter 6: Conclusions

In today's fast-changing business climate, the need for developing leaders and managerial talent throughout the organization is increasingly evident (Charan, 2008; Day et al., 2009; Zenger & Folkman, 2002). There are numerous approaches for developing organizational leaders, and the important role of job assignment for leadership and managerial development has been well recognized. However, there is no well-developed and empirically supported theory on management development, no research that has examined whether developmental job assignments are associated with the observable development of critical managerial competencies, and there is no knowledge as to how developmental assignments translate into managerial competencies (Dragoni, et al., 2009). Further, companies in the United States have annually spent about U.S. \$2.5 billion (ASTD, 2007) without knowing its return on investment nor how those investments are translated into increased leadership competencies and performance. Of note, research on intercultural leadership or developmental model in Japan is nil.

In order to address the above issues, this research has explored what developmental experiences are important for the development of effective organizational leaders/managers in companies functioning within the Japanese business environment as described by individuals currently functioning within these globally competitive organizations. This study intends to add to the body of knowledge regarding leadership development outside of Western nations, specifically in Japan, especially for Western multinational companies, for which empirical research with comprehensive and objective data is limited in the literature to date. This study offers organization leaders and HR/OD practitioners useful knowledge on (a) how to effectively design and implement leadership

development programs in a more systemic and integral manner and (b) what competencies are critical for effective, high performing organization leaders or managers. As a result, this research can help senior executives and HR/OD practitioners develop and prepare future leaders desired in a fast-changing globally competitive business environment more systemically, best utilizing their limited training budget more meaningfully and efficiently.

Summary of Conceptual Support

Leadership development is broadly defined as “the expansion of a person’s capacity to be effective in the leadership role and processes” (McCauley et al., 1998). This section briefly summarizes conceptual framework for leadership development and key leadership competencies. I will first discuss important leadership competencies, then leadership development methods, and lastly, key factors and considerations for leadership development.

Leadership competency. Studying more than 20,000 executives and senior leaders worldwide in various industries ranging from manufacturing to automotive to food to bank to insurance to high-tech, and various functions ranging from sales to research and development, Zenger and Folkman (2002) concluded that all critical leadership competencies can be categorized into five clusters: (a) character, (b) personal capability or problem solving skills, (c) focus on results, (d) interpersonal skills, and (e) leading organizational change. Zenger and Folkman’s research (2002) confirmed (a) both business (or task focused) and interpersonal (or relational) skills are necessary and critical to be effective leaders, and (b) leaders without interpersonal or emotional competency can rarely stay as effective leaders. Importantly, interpersonal skills may be the most

important skills in a multicultural environment, and also that communication is a very important skill for cross-cultural adaptation (Yamazaki & Kayes, 2004).

While there is no aligned, comprehensive global leadership development model (Morrison, 2000), Zenger and Folkman's leadership competency model and assessment tool seems reliable as it is based on extensive and comprehensive research, using multi-rater feedbacks. Therefore, I used their leadership assessment tool to evaluate and select effective leaders and managers in Western multi-national companies for my phenomenological study.

Leadership developmental experiences. The most effective way to develop leaders is through experiences (McCall et al., 1988; Quinn, 1996). The key element in developmental assignments is challenge (McCall, 2004; Ohlott, 1998). McCauley et al. (1994) researched and identified five types of key developmental components of managerial job assignments, such as job transitions, creating change, high levels of responsibility, non-authority relationships or situations, and obstacles.

I hypothesize that (a) the more number of challenging elements individuals face in their job assignments, the more leadership competencies they can develop through the assignment, and (b) effective, high performing leaders have experienced and overcome a multiple number of significant challenging assignments, compared to those who are less effective.

Further, in addition to challenging experience, holistic and specific assessment is necessary to help people increase self-awareness and recognize the need for competency development and organizational and personal support can help people deal with developmental dilemmas and stay on the course throughout their development period

(McCauley et al., 1998). Bosses can be one of the key supports for leadership development when they role model effective leadership and coaching, as people learn and shape both interpersonal and task skills from observing how effective people act to achieve objectives in the workplace (Lombardo & Eichinger, 2002), as well as from their coaching (Ellinger, 1997; Logan & King, 2004).

Systemic leadership development approach. As human development takes place step by step (Collins, 2001; Quinn, 2000; Torbert, 2004; Wilber, 2000) and leadership development is a long-term process embedded in experiences (Bass, 1998; McCauley et al., 1998), organizations should take a more systemic or holistic approach, integrating challenging job assignments, skill development program, developmental relationships, and aligned HR and other organizational systems and support (Charan, 2008; Moxley & Wilson, 1998; Tichy & Cohen, 1997).

While the important role of job assignment and systemic approach for leadership and managerial development has been well recognized, I have not identified or established proven leadership development methods that work over time (Clarke et al., 1992; Dragoni, et al., 2009; Vicere, 1996). Therefore, we need to increase our understanding as to (a) how developmental assignments and experiences translate into managerial competencies and (b) what supports or elements can accelerate leadership development (Dragoni, et al., 2009; McCall, 2004).

Study Methods

Target leaders for this study were successful leaders or managers, such as directors, associate directors, or group managers of Western multinational companies in Japan in the consumer products industry. A sequential explanatory mixed method design

guided the study. The objective of stage one was to assess developmental experiences and work-related strengths of 24 managers identified as being high performers in their organization. First, a basic leadership development survey was conducted to probe (a) number of job/assignment changes, (b) characteristics and number of challenging jobs, (c) developmental experiences/support and its significance, and (d) significance of developmental relationship. Second, the Zenger-Folkman leadership assessment was offered to (a) understand their leadership effectiveness in terms of five core leadership competencies, such as character, personal capability or problem solving skills, results orientation, interpersonal skills, leading organization change, and (b) to select two leaders from each participating company based on their assessment results. Selected leaders were invited to participate in an in-depth interview (second stage). These were all done electronically or via internet.

At the second stage, a phenomenological, qualitative approach was used in order to understand the lived experiences of these effective leaders who have exhibited their leadership competency through the assessment. While most research to date has analyzed leadership and its development from researchers, academia, or practitioners perspectives, without covering how those developmental experiences and their effects have been perceived by individuals or leaders, a phenomenological research applied in this study describes the meaning of the lived experience for several individuals about a concept or a phenomenon (Creswell, 1998) – in this case, it is perspectives and interpretations of leaders about their leadership development experiences and how those experiences helped them grow to be high performing. All interviews were conducted face-to-face, and were transcribed verbatim. I read and reread transcripts several times to fully understand

their perceived experiences—the phenomenon of how these effective leaders have been developed in Japan, without preconceptions and presupposition.

During analysis of the interview transcripts, I used horizontalization to give every statement in the transcript equal value and eliminate irrelevant and repetitive statements, in order to identify horizons, the textural and invariant elements of the phenomenon of what effective leaders experienced, and what they learned. Incorporating Moustakas (1994) method, I developed (a) individual's textural descriptions that indicate their experiences and learnings, (b) composite textural description which summarizes the key developmental experiences and learnings among the participants, (c) structural descriptions that indicate how the participants have learned and translated their learnings into increased competencies, and, lastly, (d) textural-structural descriptions that indicate the total picture of leadership development experiences of Japanese effective leaders working in western multinational companies in Japan.

Key Findings

Finding number one. While a challenging job is the most effective method for leadership development, that alone cannot always develop effective leaders. The first phase survey results among 24 participants indicated that important developmental experiences among the survey participants were first and most, “Challenging job and assignments” as rated as very important (top one) by 79% of the participants, followed by “Support by boss, coach or mentor,” (46%), and “Performance assessment and feedback,” (38%) - consistent with the literature. There were not many participants who rated “training and development programs” and “career development program” as very important, which is also in line with the western literature.

The basic leadership development survey indicated that all 24 participants, both among highly scored and less scored groups, had a wide variety of different types of challenging experiences, such as new experiences, challenging tasks, dealing with difficult people, high visibility projects, limited support by boss, and making major changes. This suggests that merely experiencing diverse types of challenging job experiences does not necessarily help managers to be highly effective.

Finding number two. Overall, effective leaders have a higher number of challenging assignments and work experiences. The basic survey in the first phase indicates that 67% or four out of six of those who scored top two among the participants from each company responded that they experienced more than 10 times of different assignments or job changes, whereas only 6% (one out of 18) experienced more than 10 times of job or assignment changes. This confirms that job experience is the key to personal growth and leadership development and suggests that the number of challenging jobs counts.

Finding number three. All the effective leaders have experienced dual challenges from key developmental work—both business challenge and interpersonal (or cultural) challenges. All six effective leaders interviewed at the second phase articulated that there existed both business and people challenges in each of their key developmental work experience. It was not either-or, but both business and interpersonal challenges that helped them develop to be successful leaders, such as working on a new challenging assignment with larger responsibility in a new work environment and working and dealing with people with different values, thoughts, work practices and cultures. A new assignment with bigger responsibilities in a new work environment and culture was a key

factor for successful leadership development for effective leaders in this study.

Finding number four. Effective leaders possess both business skills and interpersonal skills. Zenger-Folkman Multi-Rater Feedback Survey proved that six successful leaders have both business and interpersonal skills—they were rated higher on all the five leadership competency categories (i.e., characteristics, problem solving skills, results-orientation, interpersonal skills, and change skills) compared to the rest of the participants. Although there are no significant differences, for those who were not scored as top two from each company, “interpersonal skills” were rated lowest among five leadership competency categories, showing the largest gap versus those scored top two (See Table 9).

Finding number five. Successful leaders have learned and strengthened both business management and interpersonal skills through overcoming challenges on the job. Six successful leaders indicated that they have developed or strengthened technical and business management and operation skills through experiencing new business challenges that required strengthened or higher level technical and business skills, thinking skills with broader perspectives, and business management skills. As these new experiences took place in a newly assigned division or location, they also needed to engage and work with a wide variety of stakeholders to move their projects forward. Thus, they have also improved and strengthened communication skills to engage and gain ideas and commitment from both internal and external stakeholders. Effective leaders took it for granted that other people have different ideas and emotions from them, and therefore, kept talking to and learning from stakeholders their thoughts, ideas, and feelings.

Importantly, all successful leaders in this study understood the importance of

trusting relationship among the team, showed strong desire in supporting and developing their people and team, and spent large amount of their time and efforts to understand, engage, motivate, and support members. However, their preferred or natural supporting styles were different: some preferred advising, some other liked coaching, and others used empowerment to support their members.

Finding number six. Effective leaders have a positive and open mindset and attitudes toward new challenging and learning, and also an orientation toward achievements. Six effective leaders interviewed clearly indicated that they had an open and willing mind and attitudes toward having new experiences and challenges. Many of those leaders made requests for moving on to a new assignment with larger responsibilities and new challenges in a new work environment and culture, resulting in constantly diving into new challenges by themselves. They also showed a passion for achievement and success or a desire for contributions both toward business and people, which can be a driving force for their new learning and development to ensure their success and performance improvement.

In addition to their passion to new challenges, they also indicated a high level of orientation to new learning, as the selected six leaders appreciated learning and development programs more favorably compared to the rest of research participants, as identified in the phase one of this study.

Finding number seven. Successful leaders have learned through self- reflection during and after developmental experiences. Six successful leaders intuitively engaged in self-reflection during their new experiences, learned how they were doing through observation of circumstances, and then identified and implemented new actions and

behaviors to improve the situation. As they have a strong orientation for achievements, they were always keen on their performance and process; and thus, they did not take a “wait-and-see” approach; rather, they took “check-and-adjust” steps in order to timely correct or strengthen their performance. Therefore, in addition to checking their business performance day to day, they observed their people and stakeholders to see how they are feeling and performing to ensure successful project accomplishments. Further, they do not always trust their own views blindly; therefore, sometimes they talked and asked members and stakeholders about their feedback and comments to gain their honest perspectives and feelings.

In order to ensure the project success, effective leaders in this study carefully observed circumstances, and used intuitive, self-reflective, and interactive approaches for their leaning and development. They did not content with current status. They were continuous learners to achieve target results and improve their performance.

Finding number eight. There were several layers of leadership development experiences. All successful leaders mentioned business operation and management development experiences as one of key developmental experiences in their earlier-to-mid career: this experience worked for them to further strengthen and test their technical and business operation skills in a new work environment and culture and to build confidence as business professionals. Successful leaders also mentioned their team leadership development experience as one of their key developmental experiences for them to strengthen their engaging and empowerment skills. During this experience, many leaders in this study shifted from a directing to allowing and empowering leadership style, as they experienced stagnant situations in both business and team.

As leaders experienced a division or a functional head position, they started building a broader perspective with a clearer organization vision beyond their own unit. They viewed not only their own organization and business but also their entire company and various external stakeholders. They shifted from short-term plans to a long-term strategy with a sharp focus on a few big priorities.

Throughout their career, successful leaders have expanded their views and horizons and developed mental flexibility and adaptability by talking to, engaging, and working with various internal and external stakeholders to achieve their goals. They have never stopped learning and developing their interpersonal and relationship building skills and cultural adaptability.

Finding number nine: Boss's role model and feedback were critical support for leadership development. Basic survey at the first phase indicates that 67% or four out of six of those who scored high on the assessments rated both "Boss/coach support" and "Performance assessment and feedback" as very important for their leadership development, while those were 39% and 28% among those who scored less, respectively.

During interviews, all the successful leaders described their past or present boss(es) as those who gave them great coaching and feedback that helped them improve their behaviors, thoughts, and mindset as leaders. Effective leaders also modeled those bosses' leadership actions, habits, and mindset. All leaders cited at least two bosses who significantly influenced their thoughts, attitudes, and behaviors as leaders. Great bosses were important role models who also helped effective leaders identify their ideal leadership vision and coached them to become successful leaders. The evidence showed that great bosses are critical for leadership development.

Conclusions

Based on the above findings, I present four conclusions to address current leadership development challenges in Western multinational companies. Before presenting my conclusions, I would like to briefly summarize key issues and challenges in current leaders and their development indicated in the literature:

Leadership competency issues: Based on their extensive empirical research, Zenger and Folkman (2002) indicated that key characteristics of derailing leaders are (a) inability to learn from mistakes, (b) lack of core interpersonal competences, (c) lack of openness to new or different ideas, (d) lack of accountability, and (e) lack of initiatives, most of which are around interpersonal or emotional competencies, not intellectual competencies. This suggests human resource (HR) and organization development (OD) professionals need to create and implement solutions that can identify and address interpersonal skill development needs of current and future leaders.

Leadership development issues. McCall (2004) articulated that some people learn only partially, some learn the wrong things, and some do not learn anything at all, and that miss-selection of candidates for challenging assignments is a problem. McCall suggested that there was a need to select development candidates who are open to learning or learning agile and who have abilities to learn and perform in a new assignment. In addition to the right candidate selection, Dragoni, et al. (2009) indicated the necessity of providing managers with a high level of learning orientation with a high quality developmental assignment. Further, challenging assignments without the right amount of supports can lead to failure (McCall, 2004; Ohlott, 1998). Instead of taking a partial and sporadic leadership development approach, Charan (2008) and Tichy and

Cohen (1997) articulated the need for building a mechanism and culture to systemically and constantly develop leaders throughout the organization. Thus, we need to identify mechanisms to (a) identify the right development candidates, (b) provide them with the right assignment they need, and also (c) support with effective interventions and tools that promote learning.

The following indicate my conclusions based on the findings from this study to address current issues and challenges of leadership development—increased self-awareness, right developmental assignments, appropriate and systemic developmental support mechanism.

Conclusion number one. Successful leaders have learned effective leadership mindset and behaviors from their bosses or role models. Thus, the top leaders should role model desired leadership and systemically build organization cultures that nurture and encourage challenging and learning. All successful leaders interviewed in this study had learned important lessons and developed their leadership mindset, behaviors, and skills through great boss' coaching and feedback as well as modeling their leadership role model, indicating the importance of creating leadership role models at all levels and various parts of the organization. The more we have leadership role models in the organization, the more we will be able to build leadership development cultures. This effort should start from the top (Charan, 2008; Tichy & Cohen, 1997), as the higher level executive leader sets the probability of the lower (Wilber, 2000).

The top leaders should collaboratively create or develop ideal “organization cultures” that nurture and accelerate people’s attitudes and behaviors to build its business and people/organization and define desired or ideal leadership mindset, behaviors, skills

and knowledge. As what leaders pay attention to and measure will assist and accelerate the development of desired culture (Schein, 2004), key success measures and assessment mechanism should be determined for the executive leadership team members and also for all leaders and managers. The executive leaders should take the 360 Degree Feedback survey (Zenger-Folkman, 2002), review the survey results, determine and implement specific personal action plans to role model their desired leadership and also to create leadership development cultures. In order to clearly indicate the beginning of journey to building a new culture, the top leader(s) should announce their new cultural goals, change plans, and their own new personal actions to entire organizations. Some of their action plans or new behaviors as the role model should include (a) constantly taking a new challenges, (b) willingly and passionately learning new skills, (c) relating, engaging, and empowering organizational members, (d) giving and receiving feedbacks effectively, (e) coaching and mentoring their direct reports, all of which were often mentioned by successful leaders in this study. While the top leader should be accountable for this cultural shift, HR and/or OD professionals should assist his/her efforts by creating the framework, determining and implementing specific plans to identify and develop sizable number of role models in the organization.

Conclusion number two. 360 degree feedback assessment tool can help leaders identify their strengths and key leadership development opportunities. Thus, HR professionals should provide this tool to all managers. As everyone has blind spots and does not see certain characteristics that are their weaknesses or fatal flaws for their leadership development (Zenger & Folkman, 2002), self-awareness and self-knowledge are keys to becoming effective leaders (Bennis, 2003; Torbert, 2004; Zenger & Folkman,

2002), multi-rater feedback surveys are an effective tool for leaders to increase self awareness and understanding of their strengths and weaknesses or developmental opportunities for future assignments, especially, when it covers holistic leadership skills dimensions and perspectives. The Zenger-Folkman (Zenger & Folkman, 2002) leadership survey is one of these effective assessment tools, as their model is based on a series of extensive global field research, using more than 20,000 executive and senior managers from a wide variety of industries and diverse functions, and the model covers business, interpersonal, and organizational competencies in a balanced manner.

As merely offering 360 degree assessment does not lead to increased self awareness and leadership development, we need to ensure leaders are willing to accept 360-degree feedbacks, able to prioritize and determine change process or specific action plans (Folkman, 2011). Therefore, HR and OD professionals should assist with this process to ensure managers truly understand the intent and goals of the survey and are committed to understanding and strengthening their leadership competencies.

Conclusion number three. A new, stretch assignment that has both business and interpersonal or cultural challenges is an effective developmental experience, especially when combined with reflective learning. Thus, HR should develop and implement a system to make all leaders experience those dual challenges in their assignment. All successful leaders in this research have grown and developed their leadership competencies (behaviors, skills, mindset, and knowledge) through constantly diving into new assignments or jobs, offering more complex business and people/organizational challenges and larger responsibilities, which require new or higher level leadership and management skills. McCauley et al. (1994) researched and identified five types of key

developmental components of managerial job assignments, such as job transitions, creating change, high levels of responsibility, non-authority relationships, and obstacles. Successful leaders in this study indicated that all their important developmental experiences offered them a larger, different, or more complex business development or management challenges, which also required them to deal and work with people with different ideas, business practices, perspectives, interests and values who have worked and lived in different environment and cultures.

Further, as people don't learn automatically (McCall, 2004), some leaders fail due to their inability to learn from mistakes (Zenger & Folkman, 2002), and there are differences in learning orientation levels among people (Dragoni, et al., 2009); therefore, having a reflective learning moment is critical to ensure leaders learn from challenging assignments.

As a new, stretch assignment with dual challenging elements is the key to successful leadership development, leaders need to ensure that they are working on or choosing assignments that address their specific development needs, stretching and developing both their business building and interpersonal competencies. Both HR and line managers can support this to ensure that all individuals are on the assignments that specifically address individuals' development needs both on business and interpersonal or organizational skills, and support the need for reflective learning moments during their assignment.

Conclusion number four. Performance review, boss's support and training program are underutilized in leadership development program. Thus, HR professionals should create and implement systemic leadership development systems, incorporating

those underutilized elements. Most of current leadership development heavily relies on job assignments or on-the-job training and some training and development programs, ending in poor results. In addition to aforementioned clear leadership vision and role models, effective self awareness and understanding tools, and the right challenging assignment, we need a more holistic mechanism and system to ensure effective leadership development in the entire organization rather than a partial and ad-hoc development approach. I recommend that we strengthen leadership development system by incorporating and building the following four elements in the development system or mechanism.

Reflection and performance review mechanism. Some of the key improvement areas indicated by the participants in this research are (a) performance review, (b) boss's coaching and support, and (c) goal setting, in addition to aforementioned objective leadership development assessment and role model. As the basic survey in the first phase of this study, Support by boss, coach or mentor and Performance assessment and feedback were not highly evaluated as an important developmental support, 46% and 38%, respectively. This indicates that we must use performance review more effectively, while fully utilizing bosses as a development support, such as an effective performance reviewer, a feedback giver, or a coach. As successful leaders in this study had a habit of self reflection and constant performance review, making an informal performance review with an immediate manager on a monthly basis might work as a mechanism to build a self reflection habit and mindset in all leaders.

Objective and goal setting and alignment mechanism. Successful leaders in this

study had a clear objective and goals and specific plans, which worked as a source of motivation and also as their success measurement. Their goals should also include their leadership vision, mindset, behaviors and competencies: in other words, a goal for their leadership development. Bosses need to play an important role to explore and determine challenging and inspiring goals which individuals can commit to and want to passionately strive to achieve those goals.

Leadership and management competency development program. There were not many participants who rated “training and development programs” in the basic survey at the first phase of this research, suggesting ineffectiveness of current training and development program in the participating companies, compared to on-the-job challenges and the role model and coaching by bosses. Many successful leaders in this study mentioned the importance of engaging and interpersonal skills, empowering and coaching skills, team management and leadership skills. I recommend that the company offer those basic interpersonal and leadership skill trainings to leaders (McDonald-mann, 1998) as a fundamental leadership development program. Some of key factors to make training and development program work are to (a) integrate it with challenging assignments and business context learners are in, (b) align with organization and HR systems, (c) involve various learning elements (Moxley & Wilson, 1998), (d) take experiential and action learning approach, (e) involve executive leaders and senior managers as trainers, (f) focus not only on developing leadership competency but also on aligning company values, vision, strategy and operational principles and practices (Charan, 2008; Tichy & Cardwell, 2002; Williams-Lee, 2008).

Longer term leadership development road map. Human development takes place

step by step (Collins, 2001; Quinn, 2000; Torbert, 2004; and Wilber, 2000), and successful leaders in this study have been through several development stages to become effective organizational leaders, such as technical and business management skill development stage, interpersonal leadership development stage, team leadership development stage, and executive leadership skill development stage. Therefore, I recommend that HR professionals should create a long term leadership development road map that specifies key development phases and core competencies and practices to learn, experience, and develop at each leadership phase that is tied with job band or grade. This is not to make the development program rigid, but rather, to make sure all leaders understand a basic road map and core competencies they need to learn and acquire in a timely manner.

Limitations and Opportunities for Future Research

There are several limitations of this study:

First, this study was conducted in Japan, and therefore, the findings may not be applicable to organizations outside Japan where business and leadership development practices, work values, and cultures may likely differ due to nationality and ethnicity of the individuals within the organizations.

Second, the target respondents in this study were those working in large, Western multi-national corporations where members are relatively well trained and educated in leadership and interpersonal skills. Thus, research findings from traditional Japanese companies or newer, smaller and fast-moving companies might also differ.

Third, the participating companies in this research are all for-profit organizations and from the consumer products industry. So, the findings may not be applied to other

non-consumer products industries and not-for-profit organizations.

Fourth, this research tried to understand leadership development experiences during participants' work career. Thus, I cannot determine what other elements and factors have influenced the development of leadership attitudes, behaviors, and mindset during their childhood and school days nor how much impact they had.

Last limitation is that this research was conducted primarily using a phenomenological research method with a group of six individuals, using the Zenger-Folkman model and assessment tool. So, other qualitative or quantitative research methods might identify additional findings about leadership competencies and development experiences that would influence the conclusions made.

In Closing

A sequential explanatory mixed method design incorporating a phenomenological, interview approach was used to understand (a) what developmental experiences are most effective in leadership development, (b) what competencies successful leaders learned through those experiences, and (c) how they developed and translated those learned skills into their increased performance in Western multi-national corporations in Japan. The conclusions of this study and implicated applications for systemic leadership development program can better satisfy today's need for developing effective leaders in this fast growing, multicultural business environment, while addressing current leadership development issues and problems.

Working on this research helped me identify my biases and also connect several dots around leadership competencies and its development. I am hoping that the findings and conclusions from this research are of help for the reader to identify opportunities and

practical ideas to strengthen their leadership development program to be systemic, effective, and sustainable.

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APPENDIX A:

Invitation Letter to HR Managers

This asks for your kind cooperation in global leadership survey scheduled in winter 2011, collaborating with a global leader development expert, Zenger-Folkman, and Target Training International. Objective of the research is to understand (a) what competency high performing managers tend to possess in Japan, and (b) how they have developed the competency. Target respondent of this survey is effective managers of multiple teams in your organization, who have more than 7 years of managerial experiences and constantly rated highly. We would highly appreciate if you could participate in this research to contribute to advancement of global leadership in Japan.

BACKGROUND: As announced by WFPAA, SHRM, as well as Keidanren and Keizaidoyukai in Japan, developing effective leaders has been the top HR matter and a pressing need in this fast moving global business environment. Recent global research identified 16 competencies that high performing leaders possess. However, there were no sufficient studies conducted in Japan in terms of (a) what competencies Japanese leaders have, (b) how effective leaders perform in those global leadership competencies, and (c) how they have obtained those competencies.

BENEFIT FROM JOINING THIS SURVEY: By participating in this survey, your organizations and leaders will gain new knowledge and insight of global leadership development, such as (a) key strengths and improvement areas of participating managers vis-à-vis global leadership, (b) further strengthening opportunities for your leadership development system, (c) increase leadership capacity of participants, (d) increased overall leadership development. Those can results in increased organization, productivity and business performance. Please note that company and individuals' names will not appear on the report.

SURVEY METHODS: Primary method is on-line surveys among 8 – 10 effective senior leaders/managers on (a) global leadership competency and (b) psychometrics, which will take about 50-60 minutes in total. We might later ask a few participants for a follow-up interview.

If you agree to participate in this global leadership development survey, key steps will be:

1. Confirm your understanding and agreement
2. Upon confirmation of your agreement, we will send you a message and a link to assessment sites for you to distribute to your selected high performing leaders/managers of your company.
3. Your recommended managers will complete the on-line survey (Nov-March)
4. A few participants may be asked for additional interview (Feb-March)
5. Survey reports will be reported back to the survey participants (Feb-March)
6. Survey findings will be reported to you/HR (May 2012)

If you agree to participate in this global leadership development survey, could you please contact us (attn: email of researcher). Thank you very much.

Yoshiharu Matsui – Research Leader

Ed.DOC Candidacy, Pepperdine University

APPENDIX B

Invitation Letter to Participants

This asks for your kind cooperation in global leadership survey scheduled in winter 2011, collaborating with a global leader development expert, Dr. Zenger's group, and Target Training International. Objective of the doctoral research project led by Y. Matsui of Pepperdine university is to understand (a) what competency high performing managers tend to possess in Japan, and (b) how they have developed the competency. Target respondents of this survey are managers of multiple teams in multinational companies, who have more than 7 years of managerial experiences. We would highly appreciate if you could participate in this research to further develop your leadership, while contributing to advancement of global leadership in Japan.

BACKGROUND: As announced by WFPAA, as well as Keidanren in Japan, developing effective leaders has been the top HR matter and a pressing need in this fast moving global business environment. Recent global research identified 16 competencies that high performing leaders possess. However, there were no sufficient studies conducted in Japan in terms of (a) what competencies Japanese leaders have, (b) how effective leaders perform in those global leadership competencies, and (c) how they have obtained those competencies, requiring this study.

BENEFIT FROM JOINING THIS SURVEY: By participating in this study, you will receive the assessment reports to assist you to identify (a) leadership competencies to be effective in this global business environment, (b) your own strengths as a leader, (c) opportunities to further strengthen your leadership, (d) possible action ideas to increase your leadership capacity, which can result in increased performance of your organization or team. Please be assured that your input to the survey and assessment results will not be given to anyone but yourself, and also that company and individuals' names will not appear in the research report.

SURVEY METHODS: METHODS: You will be asked to respond to (a) basic survey on your developmental experiences, (b) leadership strengths survey, and (c) leadership competency, which will take about 50-60 minutes in total. We may contact some of you following your completion of the survey to request a follow-up interview. You will be able to decline the interview, if asked.

If you understand the objective and benefits and agree to participate in this global leadership development study, please contact a project leader, Y. Matsui at email of researcher. Upon receipt of your participation agreement, I will email you a survey or link to a survey site sites.

Thank you very much in advance for your kind consideration to participate in this study to further strengthening your global leadership effectiveness. If you are not interested in this survey, you need not to take any action - it is voluntary and totally up to you whether you participate in this study.

I look forward to hearing from you soon. Thank you very much.

Yoshiharu Matsui – Researcher, Ed.DOC at Pepperdine University

APPENDIX C

Participant's Acceptance E-mail (example)

From: Dxxxxx Sxxxxxx [mailto:xxxxx@xxxxx.com]
Sent: Tuesday, December 27, 2011 10:46 PM
To: email of researcher
Subject: leadership assessment

Dear Matsui-san,

I am interested in participating in the leadership development research introduced by HR manager. Let me join the leadership assessment.

Best regards

Dxxxxx Sxxxxxx

Dxxxxx Sxxxxxx
xxxxxx Manager
Marketing
xxxxxxxxx, Co. Ltd.

APPENDIX D

Letter to Research Participants

Thank you very much for your kind cooperation and participating in the global leadership development survey! As mentioned in the prior message, this provides you with (a) a leadership development basic survey and (b) an instruction for completing the first part of the leadership survey. It would be great if you can complete all the survey/assessments by December 31, 2011. I hope you will also enjoy and benefit from this experience. Please contact me/Yoshiharu Matsui if you have any questions or requests.

- A. **LEADERSHIP ASSESSMENT BASIC SURVEY:** Please complete attached survey by directly indicating your responses. It will take about 7 - 8 minutes to complete this questionnaire.
- B. **INSTRUCTION FOR LEADERSHIP ASSESSMENTS – PART 1:** holistic leadership profile assessment. Please complete the assessment from your PC (which will take about 40 minutes), following below instructions:
- (1) Please go to <http://www.ttisurvey.com>
 - (2) You will find a log-in box in the middle of the page, asking for response link. Please enter “184970TYH” in the log-in box (or copy and paste this code), and click the “Start” box.
 - (3) On the top right hand of the next page, you will find a language selection box - Please select response language by clicking the language of your choice, e.g., “English” or “Japanese,” and then, click the “Next” box.
 - (4) On the next page, please input your name, e-mail address, etc., click/check [x] the “I read and agreed the private policy” box, and move to the next page.
 - (5) Please start and complete the assessments by clicking “Complete Now.”
 - (6) Please complete all the assessments at once. (It will take about 40 minutes.)
- B. The request for the last portion of this survey, Zenger-Folkman Extraordinary Leadership survey (award-winning leadership competency survey developed based upon an extended global field research among executives) will be emailed to you directly from Zenger-Folkman assessment center in a few days.

Your assessment reports will be sent to you shortly after you have completed all the assessments, including the part 2 – Zenger-Folkman extraordinary leadership 360 degree feedback survey.

Please be assured that no one will know who took the survey. Also, no one other than you will see your responses on the basic survey and your assessment reports.

Again, thank you very much for your kind participation. Should you have any questions, please contact me any time.

Best Regards,

Yoshiharu Matsui – Researcher, Ed.DOC at Pepperdine University

APPENDIX E

Basic Survey on Leadership Development

Please respond to below questions.

1. Current information: Please check [x] the items that represent you.
 - (a) Job function: [] Finance/HR/IT; [] Sales/Marketing; [] Manufacturing/SCM; [] Others
 - (b) Job level: [] Director/Dept Head or above; [] Manager/Group Manager
 - (c) Number of years in management: [] more than 10 years; [] 7-10 years; [] 6 years or less
 - (d) Age: [] 40 years or above; [] 30 – 39 years; [] below 30 years
 - (e) Gender: [] male; [] female

2. Job transfer and change:
 - (a) Number of assignment/job transfers or changes: [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (b) Number of companies ever worked for: [] 5 or more; [] 3-4; [] 2; [] 1

3. Characteristics and number of the challenging jobs to date :
 - (a) New experience or transition [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (b) Challenging task [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (c) Dealing with difficult people [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (d) High visibility [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (e) Limited support by boss/others [] 10 times or more; [] 5-9 times; [] less than 5 times
 - (f) Making major changes [] 10 times or more; [] 5-9 times; [] less than 5 times

4. Developmental relationship and its significance to your development: How important is/has been your relationship with the following individuals to your leadership development?
 - (a) Boss: [] very important; [] important; [] not so important; [] not important at all
 - (b) Peer: [] very important; [] important; [] not so important; [] not important at all
 - (c) Coach: [] very important; [] important; [] not so important; [] not important at all
 - (d) mentor: [] very important; [] important; [] not so important; [] not important at all
 - (e) Other: [] very important; [] important; [] not so important; [] not important at all
(please specify:)

5. Developmental experiences/support and its significance: How has the following experiences been important to your leadership development?
 - (a) Challenging job/assignment
[] very important; [] important; [] not so important; [] not important at all

 - (b) Training and development program
 - ① Managerial and leadership development program or courses
[] very important; [] important; [] not so important; [] not important at all

 - ② Business skill development training
[] very important; [] important; [] not so important; [] not important at all

- ③ Communication skill development program
[] very important; [] important; [] not so important; [] not important at all
- ④ Technical skill training program
[] very important; [] important; [] not so important; [] not important at all
- (c) Career development program
[] very important; [] important; [] not so important; [] not important at all
- (d) Performance appraisal and feedbacks
[] very important; [] important; [] not so important; [] not important at all
- (e) Support by boss, coach, and/or mentor
[] very important; [] important; [] not so important; [] not important at all
- (f) Performance assessment and feedback
[] very important; [] important; [] not so important; [] not important at all
- (g) Corporate culture that encourages learning, growth and performance advancement
[] very important; [] important; [] not so important; [] not important at all

APPENDIX F

Zenger-Folkman Leadership Survey (360 degree feedback)

Please provide your responses to the below questions on the behaviors of the individual, based on your observation in the past 6 months. Please check the appropriate column.

*Rating Scale: 1: Needs significant improvement, 2: Needs some improvement, 3: Competent, 4: Strength, 5: Outstanding strength

Example survey questions:

Key Leadership Strengths	1	2	3	4	5
1. Is a role model and sets a good example for his/her work group					
2. Works hard to "walk the talk" and avoids saying one thing and doing another.					
3. Is careful to honor commitments and keep promises.					

* Notes:

- The same survey will be done by direct reports, peers and boss on-line.
- The assessment report will be sent only to the participants, not any others, to protect individuals.

16 Competencies for Effective Leaders (which questions are centered around):

1. Character: Displaying high integrity and honesty
2. Technical and professional expertise
3. Solving problems and analyzing issues
4. Innovation
5. Practicing self-development
6. Focus on results
7. Establish stretch goals
8. Take responsibility for outcomes/initiatives
9. Communicating powerfully and prolifically
10. Inspiring and motivating others to high performance
11. Building relationships
12. Developing others
13. Collaboration and teamwork
14. Developing strategic perspectives
15. Championing change
16. Connect internal groups with the outside world

APPENDIX G

TriMetrix Assessment

There are 23 competency dimensions that TriMetrix assesses to ascertain the competency of individuals, as follows:

1. Self management
2. Goal achievement
3. Results orientation
4. Problem solving
5. Customer focus
6. Planning and organization
7. Interpersonal skills
8. Diplomacy and tact
9. Conceptual thinking
10. Decision making
11. Empathetic outlook
12. Personal accountability
13. Developing others
14. Objective listening
15. Influencing others
16. Leading others
17. Resiliency
18. Team work
19. Accountability for others
20. Continuous learning
21. Self starting
22. Conflict management
23. flexibility

APPENDIX H

Thank-you Letter to Those Completed

Thank you very much for completing the assessments and survey. This informs that you will be soon receiving the assessment reports, and asks for your participation to interview in your convenient time and place within a few weeks. The objective of the interview is to understand your perception, experiences and insights about your leadership development. The interview will take about one hour.

I hope that this interview process will be able to provide a great opportunity for you to reflect on your leadership development experiences to date, and also help you identify further opportunities for your leadership development. Also, your insights and suggestions during the interview will benefit Human Resources and leadership development professionals to identify and improve leadership development program in the future. No one will know whether or not you take this interview, and any responses you give during the interview will be confidential and anonymous. The only foreseeable risk will be that you will need to spend about one hour for participating in the interview.

Please note that:

- Participation in this interview is voluntary.
- Your name will be kept confidential.
- You do not have to respond every question in the interview.
- You can withdraw from the interview.
- Upon completion, you will be able to read the interview notes and summary to confirm its correctness, and
- The final interview report will be anonymous and integrates all the interviews conducted for this study, and no one will be able to guess who said what.

I hope you will be able to participate in our interview. If you agree to participate, please inform us of your acceptance, by using attached agreement form. Should you have any questions, please contact me at [email](#) of researcher any time.

Thank you very much.

Yoshiharu Matsui – Researcher, Ed.DOC at Pepperdine University

APPENDIX I

Interview Flow

1. Can you describe the jobs and assignments paths you took from the start of your work up till now?
2. What developmental experiences and assignments have been effective for you in building your leadership and/or role competencies desired in this business environment?
 - Can you please describe the top three challenging experiences which significantly helped you grow as a leader?
3. What are some of the strengthened competencies and important learnings or lessons from those experiences?
4. How have those experiences been translated into strengthened behavioral and attitudinal competencies and performance for you?
 - How have those been recognized and reflected upon to capture and maintain newly learned and strengthened competencies?
 - Do you have a habit or practices to reflect upon and capture your learning from your assignment? What are those?
5. What are some of the key behaviors or principles you have to be effective as a leader in this globally competitive business environment in Japan?
6. What organizational, managerial or training supports have been effective in helping you increase your leadership performance prior to, during and after those important developmental experiences?
7. In retrospect, what suggestions do you have to the company management to further accelerate the leadership development throughout the organization?

APPENDIX J

Letter of IRB Approval

Graduate & Professional Schools Institutional Review Board

6100 Center Drive, Los Angeles, California 90045 310-568-5600

September 26, 2011

Yoshiharu Matsui

Address

City, Japan

220-0023

Protocol #: E0911D04

Project Title: *Key to Effective Leadership Development for Multinational Companies in Japan in the Eye of the Beholder*

Dear Mr. Matsui:

Thank you for submitting your application, *Key to Effective Leadership Development for Multinational Companies in Japan in the Eye of the Beholder*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Kay Davis, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsr/site/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states: (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to “policy material” at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit

Sincerely,

Jean Kang, CIP

Manager, GPS IRB & Dissertation Support

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cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College

Ms. Alexandra Roosa, Director Research and Sponsored Programs

Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB

Ms. Jean Kang, Manager, Graduate and Professional Schools IRB

Dr. Kay Davis

Ms. Christie Dailo

Appendix K: Basic Survey Results at the First Phase

1. Job transfer and change:	10+times	5-9 times	less than 5
(a) Number of assignment/job transfers or changes:	17%	54%	29%
	5+ Co.	3-4 Co.	2 Co. 1 Co.
(b) Number of companies ever worked for:	8%	38%	25% 29%

2. Characteristics and number of the challenging jobs:	10+times	5-9 times	less than 5
(a) New experience or transition	33%	42%	25%
(b) Very challenging task	25%	58%	17%
(c) Dealing with difficult people	38%	38%	25%
(d) High visibility	42%	38%	21%
(e) Limited support by boss/others	33%	17%	50%
(f) Making major changes	13%	42%	46%

3. Developmental relationship and its significance to your development: How important is/has been

your relationship with the following individuals to your leadership development?

	Very Important	Important	Not So Important	Not Important at all	No Response
(a) Boss:	63%	21%	17%	0%	0%
(b) Peer:	29%	67%	4%	0%	0%
(c) Coach:	29%	38%	21%	4%	8%
(d) mentor:	25%	33%	29%	0%	13%
(e) Other:	50%	13%	4%	4%	29%

4. Developmental experiences/support and its significance: How has the following experiences been

important to your leadership development?	Very Important	Important	Not So Important	Not Important at all	No Response
(a) Challenging job/assignment	79%	17%	0%	0%	4%
(b) Training and development program:					
① Managerial/leadership program	29%	50%	17%	0%	4%
② Business skill development training	17%	58%	21%	4%	4%
③ Communication skill development program	25%	38%	33%	0%	4%
④ Technical skill training program	17%	38%	42%	0%	4%
(c) Career development program	8%	46%	42%	0%	4%
(d) Performance appraisal and feedbacks	25%	58%	8%	6%	4%
(e) Support by boss, coach, and/or mentor	46%	42%	8%	0%	4%
(f) Performance assessment and feedback	38%	54%	4%	0%	4%
(g) Corporate culture that encourages learning, growth and performance advancement	33%	38%	21%	4%	4%