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Global leadership: strategies and practices to develop intercultural skills

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Pepperdine University

Graduate School of Education and Psychology

GLOBAL LEADERSHIP:

STRATEGIES AND PRACTICES TO DEVELOP INTERCULTURAL SKILLS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Edward van Luinen

July, 2016

Farzin Madjidi, Ed.D.—Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

I dedicate this study to my husband, Joshua, whose faithful companionship and encouraging support for the last 20 years have inspired and sustained me in life and, most recently, during my doctoral journey. May you be blessed, as you have been a blessing.

With love, Edward

ACKNOWLEDGMENTS

I have always embraced learning. Life's most memorable learning, however, often does not come without significant investment and dedication to change. Similar to my other salient learning experiences, I now see obtaining a doctorate as fulfilling a lifelong dream. To be sure, my journey was not an individual one; in this sense, "it takes a village" rings profoundly true. I wish to acknowledge the many people who have inspired me along the way.

My husband contributed time and treasure to my doctoral work and for this commitment I am deeply grateful to him.

I thank my parents, Dutch immigrants, for their lives of hard work, servant hearts, and simple joys that put me on a path to success in their new land. From them, I learned at an early age to love foreign language, travel, and cross-cultural connections that have inspired my education, career, and life interests.

My aunt and uncle, also Dutch immigrants, generously expanded my world with quality time spent in conversation, travel, and family fun.

I thank my high school French teacher, who early on acknowledged my gift in this beautiful language. Her coaching and support propelled me to major in French in undergraduate study, putting me on an irreversible global path equal parts thrilling and enlightening.

To the seven fierce women who accompanied me on our West African Peace Corps experience: thank you for demonstrating resilience, servant leadership, and the meaning of enduring friendship during our inimitable time on this most amazing continent.

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ABSTRACT

Globalization is a transformational change phenomenon that is significantly and rapidly impacting today's organizations, leaders, and people. In turn, the role of the global business leader has become quite complex, and Fortune 500 organizations are facing a dearth of global leaders capable of addressing today's business leadership challenges. In response to this challenge, one particular strategy for developing global leaders focuses on building intercultural skills. However, given the complexity of their roles, global leaders may face difficulties in developing these skills. By first acknowledging these obstacles global leaders can then, through their work, develop effective strategies and practices in the intercultural domain. After some time spent working in their global roles, leaders may be in the best position to measure what intercultural strategies and practices are most effective. Once global leaders possess strong intercultural acumen, they can pass on their knowledge to emerging generations of leaders by recommending a number of strategies and practices that have proven effective in navigating the global business arena.

This study took a qualitative approach through semi-structured interviews of global leaders to gain a deeper understanding of the difficulties faced in developing intercultural skills. From that vantage point, the interviewees articulated strategies they have used to nurture these critical intercultural skills. Success measures for global leaders demonstrating applicable intercultural skills may include effective communication, team cohesion, and goal achievement. Other success measures were discovered as a result of this study. Collectively, these measures inform new strategies

and tools to develop and coach future generations of emerging global leaders seeking

to enhance their intercultural acumen.

Chapter 1: Background of the Study

Appearing as a significant phenomenon around 2000, globalization has increasingly become a galvanizing force in the world (Goldsmith, Greenberg, Robertson, & Hu-Chan, 2003). Across many domains, globalization continues to drive change—notably in international commerce. Specifically, of the top 100 economies in the world, 51 are global corporations, whereas only 49 are actual countries (Maak & Pless, 2009). There are numerous reasons for such large-scale growth. Global corporations have leveraged advances in technology, enormous amounts of data, and communication enhancements to increase their revenues. Along this journey, corporations have also developed new resources, linkages, and learning in their new marketplaces. These assets have increased internal organizational resources that global corporations subsequently use to fuel their growth.

Globalization and Organizational Change

While searching for more profits overseas, global businesses have experienced deep organizational transformations, mainly at American-based Fortune 500 companies. Global transformation creates a strong gravitational pull on organizations, requiring them to pivot from reactive to proactive organizational strategies. According to Sánchez (2000), "As an organization extends its boundaries to international locations, its strategy, structure, design, process and systems are likely to require change to allow the organization to adapt to the new international environments" (p. 6). Such organizational transformations are multidimensional and require change that is comprehensive, rapid, and evolutionary in nature.

Other factors confound organizations when they globalize. When in transformation organizations must now deal with newer challenges inherent in people, processes, structures, and systems. In these domains, global organizations encounter many challenging differences that can foment misunderstanding. When they embrace diversity, however, global organizations can create strategies to drive innovation, improve productivity, and increase engagement.

Global Leadership Complex

Whether in public or private organizations, global entities rely on their internal business leaders to envision and guarantee long-term corporate success. Thus, it is important to understand what qualifies one to be a global leader. Definitions of global leadership are ample in the research, with a majority of them focusing on behaviors and outcomes—or some combination thereof. Osland (2013) defined a global leader as "an individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow and presence" (p. 75). This multifaceted definition focuses on outcomes within a complex global environment and poses significant challenges for global leaders. For example, leaders must now transcend geographies and time zones for successful transformation of and interaction with worldwide cross-cultural teams (van Luinen, 2015).

It is important to further address the cross-cultural domain of leadership, for this adds additional complexity and opportunity to the work of global leaders. Trompenaars and Hampden-Turner (1998) found that,

If, [in the global context], business people want to gain understanding of and

allegiance to their corporate goals, policies, products or services wherever they

are doing business, they must understand what those and other aspects of

management mean in different cultures. (p. 3)

This is the true work of the global leader. While it may be comforting tactically for

leaders to reference dos and don'ts for guidance, it is more valuable for global leaders

to look to specific skills that are needed to frame meaning and achieve results when

working interculturally.

The challenge global leaders face when communicating interculturally is further

nuanced by the varying levels of diversity in team makeup. Company leadership seems

only minimally prepared to succeed in the domain of intercultural communication with

their teams. According to Robbins and Judge (2013), less than 20% of companies have

targeted strategies for communicating with employees across cultures, and about 30%

require that leadership messages be customized to other cultures. Looking at these

statistics, it appears that too much leeway is being left to the global leader to *sink or

swim* when addressing the complexities of effective global leadership. Companies need

to improve upon these alarming statistics by creating opportunities to identify challenges

and training leaders to practice global skills when influencing, communicating, and

negotiating in the cross-cultural contexts in which global leaders are increasingly

operating.

Given the complexity of their roles, global corporate leaders are currently under

more stress than ever before. With globalization driving massive organizational change

inside companies, leaders are keenly aware of problems that impact them first before

they appear in any other business sector. Obsolete leadership paradigms are the source of the adverse impact experienced by global leaders today. The shift toward globalization presents leaders with complex choices as they attempt to achieve improved organizational results.

Redefining Effective Global Leadership

The growing complexity of global leaders' roles offers an opportunity to redefine effective global leadership. Organizational leaders engaged in global leadership development have tried to identify the unique constellation of strategies and experiences that make global leaders more competent. However, global leadership development efforts are now targeting more novel approaches that focus on skills and experiences. Such approaches foster global leaders who are focused on skill development and growth experiences in addition to offering a promising gateway to concept, product, and service innovations that today's Fortune 500 companies are eager to harness.

Background of Problem

Global business leaders and their teams have myriad opportunities to profit, develop, and learn. However, many leaders are stymied by the vexing problem of how best to absorb and adjust to the combined change calculus of cultural, generational, technological, economic, linguistic, and virtual management challenges that are hallmarks of globalization. Fortunately, global leaders who embrace continuous learning behaviors may have identified a key differentiator. Pusch (2009) emphasized that leaders who love learning demonstrate a critical attribute of global leadership. In

many cases, global leaders who embrace learning can develop effective change management skills, a key component of effective global leadership.

The criteria by which leaders are promoted into global leadership roles vary from industry to industry and from company to company. Frequently, mastery of technical skills such as marketing or finance is the principal reason leaders are promoted to regional or global roles with expanded responsibilities. After such a promotion, however, leaders in global organizations may quickly discover that technical skills are not enough to address the challenging complexities in their new roles. As indicated by both the burgeoning leadership development industry and relevant literature, global leaders are realizing that developing intercultural skills is a prime pathway to increase professional effectiveness.

Intercultural competence can be defined as "the ability to communicate effectively and appropriately in a variety of cultural contexts" (J. M. Bennett, 2007, p. 1). It is assumed that this communication occurs among interlocutors with different experiences. Scholarly work in intercultural competence spans approximately 50 years and encompasses three approaches: culture-specific, culture-general, and intercultural competence (Schaetti, Ramsey & Watanabe, 2009). These approaches will be explored successively.

The concept and practice of intercultural competence in current global leadership development efforts is of particular import. Jenkins (2006) asserted that cross-cultural and intercultural management skills are becoming indispensable leadership tools— specifically, effective intercultural skills that encompass strategies and practices leaders possess or can cultivate to achieve positive and impactful interaction, influence, and

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communication with global audiences. This definition is not new, as DeTurk (2001) noted that trainers and scholars have been seeking to isolate the traits, skills, attitudes, behaviors, and experiences that define intercultural success for decades. While the particular elements leaders may employ to develop intercultural competence vary, Sánchez (2000) agreed that the goal remains the same; effectively navigating cultural differences can create changes in the roles and styles of leaders as they implement organizational change. This in turn can ultimately change individual behavior among teams. It would behoove global leaders to continue to focus on developing intercultural skills through conscious strategies and practices as they navigate their role-based global challenges.

There are many reasons for developing intercultural skills. Globalization's continual integration of cultures, peoples, and organizations will continue apace. For example, in this domain, one clear benefit of developing intercultural communication competence is that culturally diverse employees can work together effectively (Barna, 2009). Working together effectively is the sine qua non for any organizational leader navigating the deep transformation inherent in globalization and its influence on workplace productivity and diversity. A study by the American Management Association (2012) noted in a key finding that cross-cultural innovation is the focus for global leaders in the coming years.

Culture-specific competence refers to generalizable information about communication styles or value orientations of particular cultural groups (Schaetti et al., 2009). This approach may be beneficial to expatriates moving to a new country to learn the overarching cultural themes of a particular group. The author of this study

employed this technique during an expatriate assignment to Italy, where his knowledge of value orientations provided a modicum of success in cultural interactions with the target group. Schaetti et al. (2009) cautioned that this approach alone is insufficient to develop intercultural competence, since it focuses on one group that, due to the effects of globalization and individual differences, may not be identifiable or representative of the whole culture.

Next, culture-general approaches to intercultural competence offer an expanded view of knowledge and skill for global leaders. Therefore, leaders may take an agnostic approach that applies to all cultures. "The focus here is on the general cultural contrasts that apply in [most] interaction, regardless of the particular cultural groups involved" (Schaetti et al., 2009, p. 128). For example, Hall (1976) noted that high-context and low-context communication patterns are consistent contrasts among all cultures. To illustrate, American culture focuses on low-context communication, where few cues are needed to ascertain meaning, whereas Japanese culture focuses on high-context communication, in which abundant cues provide the needed context for clarity. Schaetti et al. (2009) asserted that general approaches to intercultural competence are also limiting in that the process becomes an intellectual exercise devoid of meaningful application to real-world contexts.

A third approach to intercultural competence involves practice, with the other two approaches providing necessary pretexts (Schaetti et al., 2009). This approach recognizes that "knowledge of [cultural] content does not automatically translate into mastery of process" (M. J. Bennett, 1998, p. 10). Today's global leaders encounter multiple opportunities for practice in differing cultural contexts; however, the challenge

of rapidly shifting cultural contexts may prove overwhelming to anyone seeking to effectively navigate multiple contexts while developing intercultural competence. This is where conscious practice can help the global leader. Essentially, global business leaders who continue to refine their intercultural competence as part of their normal routine act as a sort of "living laboratory" (Schaetti et al., 2009, p. 129). Further, with a link between intercultural competence and emotional intelligence, Goleman (1998) noted that practice requires a commitment to self-awareness, self-reflection, and self-monitoring as a pathway to the intentional development of competence in any arena. Inherent to this process is an evolutionary characteristic with potential application to the development of intercultural competence.

The current study sought to identify and explore new strategies and practices of developing intercultural skills to build global leadership capability working within the context of the initial intercultural theories described previously. In turn, practitioners can leverage these paradigms to create strategic approaches and tactical tools to develop intercultural skills. Developing competent global leaders remains an unmet organizational challenge, and the talent management staff charged with developing global leaders is eager for new tools to accomplish that mission. Expanding the boundaries of intercultural skill development and increasing the tools to do so offers a compelling opportunity for these cadres and, in addition, increases the return on investment (ROI) by enhancing global leaders' effectiveness.

Some global leaders achieve early success in their new roles due to a combination of focus, determination, and experimentation. To be successful, effective global leaders also typically leverage key support from their organizations—for example,

family benefits, coaching, and home leave. Early performance success in a global role can be difficult to achieve and is often due to dedication on the part of the leader; however, such success can be misleading since the experience is so foundational, practical, and hard won that it can serve to unwittingly cement a uniform approach that may not work in all contexts. According to Neely and Kaplan (2014), in many cases Global leaders underperform because they fail to adapt their management strategies and practices to multicultural environments. Savvier global leaders understand that flexibility in leadership styles enables them to circumvent a staid approach when working in this domain. In the process of developing global leaders, organizations would benefit from identifying how variances in style and approach can help increase intercultural skills.

In response to globalization's cultural challenges and in light of how leaders continue to struggle in this domain, organizations need to develop well-rounded global leaders at a more urgent pace than ever to remain competitive in diverse world markets. House, Hanges, Javidan, Dorfman, and Gupta (2004) noted, "in a survey of Fortune 500 firms, having competent global leaders was rated as the most important factor for business success" (p. 5). Even though the need is critical, organizations continue to struggle to prepare full cadres of competent global leaders. In the same survey, House et al. found that 65% of executives believe that their existing leaders need additional skills to meet global leadership challenges. Company leaders who are developing a deep bench of successful global leaders know it is an evolutionary process—with key learning coming from the changes in the areas of global market presence and talent demands.

Purpose Statement

This study sought to determine:

- The salient challenges global leaders face in developing intercultural skills,

- What common strategies global leaders engage in to develop their intercultural skills,

- How global leaders measure success in developing their intercultural skills, and

- What recommendations global leaders have for emerging leaders who wish to develop intercultural skills.

First, this study sought to identify the salient challenges global leaders face in developing intercultural skills. Given that global roles are becoming more complex, the study strove to delineate what aspects of leaders' jobs impede their successful navigation across cultures for the purpose of accomplishing goals, driving change, managing relationships, and developing talent. With these challenges elucidated, global leaders can better contextualize, and therefore understand, the *why* behind the importance of developing intercultural skills.

Next, with these global leadership challenges identified, this study then aspired to define the most common strategies and practices global leaders utilize to develop intercultural skills. There are two key assumptions here: demonstrating intercultural competence offers the best mode for emerging global business leaders to succeed, and no one leader ever arrives at fully functioning intercultural competence—it is an ongoing effort for all leaders. This study aimed to uncover a unique amalgam of strategies and

practices that encourage and promote global leaders' ongoing efforts to develop intercultural skills.

Third, this study elucidated the guidelines by which global leaders measure their success in developing intercultural skills. Leadership effectiveness in any skill area, particularly intercultural competence, has proven difficult to measure. Nonetheless, this study sought to highlight a few of the macro- and micro-measures global leaders use to determine whether their intercultural skills are helping them succeed.

Lastly, a common definition of mastery includes having the ability to teach others. Toward this end, global leaders who have strong intercultural skills should be able to coach others in this domain. With potentially years of practice developing their intercultural skills, global leaders are in a good position to prioritize recommendations for the newer generation of leaders who are in the early stages of developing their own intercultural skills. The researcher utilized a qualitative research method focused on targeted interviews. The goal was to identify best practices of global business leaders that have allowed them to succeed in a complex world. Structured interview questions included the impact of relevant development experiences that serve to show the evolution of maturing levels of intercultural competence in global business leaders.

Significance of Study

Globalization is progressing at breakneck speed. How global leaders succeed best in the work environment will be of continued interest to many scholarly and practitioner-based communities. It is expected that this study will be important to the intercultural community, global business leaders, internal global human resources and

talent management staff, and external global consultants, coaches, and mentors who develop global leaders.

Research Questions

- What challenges do global leaders face in developing intercultural skills?

- What common strategies and practices do global leaders utilize to develop intercultural skills?

- How do global leaders measure success in developing their intercultural skills?

- What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?

Clarification of Terms

Two key terms are referenced frequently in this study: globalization and intercultural skills. These terms are defined subsequently. *Globalization* refers to the worldwide shift toward economic, financial, trade, and communications integration of companies, countries, and peoples. *Intercultural skills* refer to the constellation of strategies and experiences that global leaders have or can cultivate for positive and impactful interaction, influence, and communication with global audiences to achieve results. These terms are the principal investigator's own creation, yet for both he found inspiration in others' research. For globalization, Thomas Friedman influenced this particular definition. For intercultural skills, Darla K. Deardorff, P. Christopher Earley, and Soon Ang influenced this definition.

Summary

The overarching purpose of this study was to present a strong case demonstrating that building intercultural skills among global leaders provides them the best opportunity to succeed in their business roles. Referencing relevant literature and targeted interviews, the study sought to identify the challenges global leaders face in developing intercultural skills. After a thorough review of these challenges, the study explored the specific strategies and practices global leaders employ to become highly skilled in the intercultural domain. A key part of building the case involved identifying the success measures in the intercultural space that leaders practice to determine whether they are effective in their work. Rounding out the study are specific recommendations that leaders can provide to the next generation of emerging talent seeking to build their own intercultural acumen in an increasingly globalized business world.

Chapter 2: Review of Literature

With the preeminence of globalization and its transformational impact on organizations clearly evident, global business leaders are inevitably witnessing unprecedented change. Hence, the definition of effective global leadership is quickly morphing into increased complexity. This study proposed that leaders who focus on developing intercultural skills have a strong opportunity to be effective in their ever-expanding global business roles. Contextually, this chapter reviews the literature on leadership, globalization, and intercultural skills, culminating in a review of strategies and current practices of global leaders developing intercultural skills. This chapter concludes with a review of measures and recommendations for developing intercultural skills with implications for global human resources and talent management leaders charged by their organizations to develop successive global business leaders.

Leadership

> If your actions inspire others to dream more, learn more, do more and become more, you are a leader
>
> --John Quincy Adams

Leadership began at the dawn of time. Ever since, students of history and erstwhile researchers have delved into leadership and what makes leaders effective. In the Adams quote, three core elements come to the fore: actions, inspiration, and others. Certainly, other definitions of effective leadership abound. Northouse (2013) defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5). Northouse's definition is distinctly purposeful and focuses on measurable results. Many other researchers have embraced this Northouse

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definition, making it the progenitor of many subsequent theorists and models delving into broad aspects of leadership effectiveness.

Leadership comes in many forms. In the inevitable debate about whether leaders are born or made, theorists who favor the conclusion that they are born espouse trait theory as the more accurate position. Zaccaro (2007) defined leader traits as consistent patterns of characteristics that engender effective leadership in organizational and team situations. Inherent in this definition is *leader as problem solver* within specific leadership contexts, which can vary significantly depending on a leader's daily routine. Given their philosophical position, trait theorists are also skeptical of the purpose, impact, and results involved in the development of leaders. "Leadership quality is immutable and, therefore, not amenable to developmental interventions" (p. 6). For trait theorists, native characteristics are the strongest determinant of leadership effectiveness.

In contrast, theorists on the opposite side of the spectrum hold that leaders are made, not born. In this school of thought, behaviorists contend that leaders can become better with help from support, coaching, and development. Mumford, Campion, and Morgeson (2007) validated this position and also found that the focus shifted from the leader in the role—a nod to trait theory—to the role itself, a more skills-based behavioral approach. Mumford et al. cited cognitive, interpersonal, business, and strategic skills that define effective leadership, the skill mastery of which depends on the leader's organizational level. These higher-level skill areas are expansive enough to capture subsets of skills crucial for effective global leadership.

Expanding upon the trait and behavioral theories of leadership, ensuing researchers explored the relationship between leaders and followers. This relationship is codified in leader-member exchange theory. Cogliser, Schriesheim, Scandura, and Gardner (2009) defined leader-member exchange as high quality dyadic relationship between leader and follower characterized by trust, respect, and driving toward positive workplace contributions. This dynamic results in the leader and follower engaging in a close working relationship. Whereas in other leadership theories the leader is the focus, in leader-member exchange, the perception and characteristics of the follower are equally if not more important. Murphy and Ensher (1999) focused on subordinate characteristics in the relationship, with the leader detailing ability and self-efficacy in the followers as key determinants to a strong relationship. In additional research findings, Murphy and Ensher found self-efficacy to be an acute assessment of an individual's abilities to organize self-action for positive outcomes. When analyzing in-group potential, the leader can leverage follower self-efficacy, which can also strengthen the working relationship.

An additional leadership theory with significant research behind it is path-goal theory. Whereas the aforementioned leadership theories focus on the leader, path-goal theory pivots to focus on the follower and his/her well being. House (1996) crystallized the focus of path-goal theory, stating that effective leaders "engage in behaviors that compliment subordinates' environments and [their] satisfaction and individual and unit work performance" (p. 323). For leaders to benefit from path-goal theory, their effectiveness lies in uncovering team members' motivations and leveraging appropriate rewards. Northouse (2013) noted that the underlying assumption of path-goal theory is

expectancy theory. Leaders who best identify employee motivators and link them to individual rewards ultimately create the optimal work environment in which to achieve outcomes.

Pivoting to another leadership theory, the transformational leadership model makes a notable contribution to the research on leaders and leadership effectiveness. Burns (1978) suggested that transformational leadership occurs when two or more people engage with others to elevate everyone to increasingly higher levels of motivation and morality. Transformational leadership is a fusing of both leader and follower purpose to create the greater good. For example, Burns (1978) mentioned Gandhi as an exemplar of the quintessential transformative leader, as his relationship with his followers fomented their commitment to bring deep transformational change to political, social and interpersonal spheres. The transformational leader recognizes the motivations behind the transformation and amplifies them in his/her followers, binding them closer together.

Leadership theories have informed strategies and practices of leader efficacy. Burns (1978) acknowledged that learning is germane to shaping effective leaders. For example, leaders who regularly reflect on their experiences can gain key insight into their personal effectiveness. This journey, however, is a personal one for each leader. Burns noted, "The learning experience of each leader is so unique that fruitful generalization becomes impossible" (p. 63). Each leader has a unique mindset, skill set, and experience makeup, and development—particularly at senior leadership levels—is specific to the individual. Focusing on skill sets, Mikkelsen and Jarche (2015) suggested that since skills seem to have a shelf life of about 5 years, the best leaders

now must get comfortable with growth as a continual process. The concept of

becoming mirrors the external pace of change and subsequently shapes the internal

demands placed on today's leaders. Hence, global business leaders should focus on

promoting learning in themselves as well as in others. Although leadership learning is

personal, Burns nonetheless advocated a universalistic view of the sources that affect

leaders across all cultures. Globalization is one source to explore with myriad

opportunities to further define leadership effectiveness.

Leadership Intelligence

      Emotional intelligence. As cited earlier, research on leadership theory over the

past two decades has benefitted from emotional intelligence (EI) complemented by a

leader's intellectual (IQ) horsepower. There are five critical components of EI: knowing

one's emotions, managing emotions, motivating oneself, recognizing emotions in

others, and handling relationships (Goleman, 1995). There are two dimensions at work,

namely the intrapersonal and the interpersonal, both key components of EI.

      In the research Goleman (1995) conducted on the science, awareness, and

benefits of EI, he saw immediate application to the work of leaders. If indeed leadership

is not about dominating but rather the art of persuading people to work toward a

common goal (Goleman, 1995), then a focus on increasing positive feelings while

mitigating negative emotions to rally a team are viable methods to build transformational

leadership. While IQ, or cognitive abilities, serves leaders well, it is EI that over time

differentiates effective global leader performance. In one study, almost 90% of leaders'

success in leadership came from demonstrating EQ (Goleman, 1998). Thus, heart

leadership appears to be more effective than head leadership—both of which global

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leaders can leverage effectively in their work. Later studies on engagement denote that leaders who seek higher levels of employee rationale and commitment can evoke EI to optimize team and individual contentment.

Examples abound of EI not only benefitting individuals and teams but also informing organizational approaches to operational and leadership excellence. While organizations are understandably complex, it is the people element where collaboration and, ultimately, change occur, with impact on the bottom line (Goleman, 1998). The challenge is whether expectations are set and leadership role modeling is present that demonstrate the precepts of EI. Both elements need to be present for the impact of EI to be felt. Such an informed strategic approach to leading can provide inspired leadership practices within teams that can influence the broader organizational culture. "Emotional intelligence can be an inoculation that preserves health and encourages growth…with a premium on people who themselves are emotionally intelligent" (p. 312).

Social intelligence. Researchers have also found that social intelligence (SI) was one of the first differentiators in the exploration of the field of general intelligence. Investigators validated the distinction between EI and SI and noted that SI is linked to predictive behaviors (Kobe, Reiter-Palmon, & Rickers, 2001). As the originating theorist, Thorndike (1920) provided the earliest definition of SI: "The ability to understand and manage men and women…to act wisely in human relations" (p. 228). Several decades hence, SI has evolved with the aforementioned EI researcher Goleman expanding context into the biological realm:

Now social neuroscience challenges intelligence theorists to find a definition for our interpersonal abilities that encompasses the talents of the low road—

including capacities for getting in synch, for attuned listening, and for empathetic

concern. These basic elements of nourishing relationships must be included in

any full account of social intelligence. (Goleman, 2006, p. 101)

The aforementioned expansion of SI from earlier research takes the focus from the

cognitive to the emotional realm, creating more depth in this area.

For the practitioner, SI is comprised of two components: social awareness and

social facility. The sine qua non of social awareness is the internal ability to read

situations and feelings, and innately understanding complex social situations. The

application of SI awareness creates a bridge to effectiveness, where global leaders may

apply SI skills. Taking into account social awareness, global leaders can work toward

ensuring smooth social interactions by demonstrating care and concern (Goleman,

2006) among colleagues and teams.

In the area of leadership, Goleman and Boyatzis (2008) expanded SI research to

leader-follower relations. Biologically, Goleman and Boyatzis found that neurons are

mimicked between leader and follower evidenced when leader emotions tend to be

mirrored in their followers. When analyzing a study focusing on delivering performance

reviews, Goleman and Boyatzis found that leaders are effective when they are

demanding and positive at the same time. As leadership is a distinctly social endeavor,

the ongoing research on SI will be of import to global leaders. Cherniss (2000) found

that when EI is linked to SI, more than half of effective global leadership behaviors fall in

the emotional or social realms.

Researchers have made links between SI and cultural intelligence (CQ).

Typically, global leaders competent in CQ may be high in SI as well (Crowne, 2013).

Further, Crowne (2013) determined that CQ is subsumed under SI because CQ is typically unnecessary for global leaders if they operate within a domestic context. Expanding on Crowne's research, Wawra (2009) found that global leaders may leverage the superordinate emotional component of SI to enhance intercultural interpersonal connectivity through nuanced communication. For example, global leaders who care for others and demonstrate empathy elements through different cultural lenses effectively bridge SI and CQ (Dong, Koper, & Collaco, 2008).

Cultural intelligence. Cultural intelligence (CQ), a relatively new body of research and application, postdates social intelligence (SI) and emotional intelligence (EI), and offers a strong construct to arrive at effective practices of global leaders developing intercultural skills (Ng, Van Dyne, & Ang, 2012). While CQ is a broad term, Earley and Ang (2003) defined it as "a person's capability to adapt effectively to new cultural contexts" (p. 59). Inherent to the definition is the notion of addressing differences. To expand the definition, CQ also can be viewed as a complementary level of intelligence that determines the extent to which an individual successfully copes with diversity (Ang & Van Dyne, 2015). As cited earlier, diversity spawns complexity, a challenge with which global leaders must contend with in order to be effective in their roles.

There are certain unique characteristics of CQ that are worthy of mention. "As a form of intelligence, CQ clearly refers to an individual's capabilities, as opposed to personality traits or interests" (Ng et al., 2012, p. 33). Further, CQ is not culture-specific; rather it is a culture-free construct that is also malleable (Ng et al., 2012). CQ's malleability means that global leaders may develop this skill.

To be skilled in cultural adaptation—the measure of effective CQ—requires recognizing the confluence of cognitive, motivational, and behavioral skills (Earley & Ang, 2003). Acknowledging that global leaders need all three elements to demonstrate CQ, this study focused on this particular behavioral ability in global leaders. However, the cognitive element of CQ is important, and Earley and Ang (2003) posited that it begins with "using knowledge of the self, knowledge of the social environment and knowledge of information handling" (p. 68). Reinforcing this position, Earley and Mosakowski (2004) noted that while there is a connection between CQ and EI, CQ expands the realm of effectiveness to intercultural contexts. In describing this cognitive element of CQ, Earley and Ang focused more on someone's skills in a new cultural environment, rather than on more rehearsed responses global leaders may demonstrate stemming from EI skill effectiveness.

The motivational factor associated with CQ presupposes that an individual has the drive to be effective in intercultural contexts. Early and Ang (2003) noted that the motivational factor is identified by three components: enhancement, self-efficacy, and consistency. Among these, self-efficacy may be the more commonly known and possibly more influential motivator. Self-efficacy denotes the extent to which someone believes he/she can perform tasks and achieve goals (Bandura, 1997). Self-efficacy, an intrinsic motivation, serves as an important aspect of CQ, since global leaders who are successfully interacting in the intercultural domain need a sense of social confidence in new settings (Earley & Ang, 2003). Therefore, global leaders may increase their self-efficacy when experiencing intercultural communication success with different interlocutors in new contexts.

The final component of CQ effectiveness is behavior. This component assumes that CQ development is not only possible but also a foundational pursuit for global leaders. Earley and Mosakowski (2004) found that while leaders possess innate CQ resources, motivated global leaders could work to develop appropriate levels of CQ. The triumvirate of cognition, motivation, and behavioral skill effectiveness allows global leaders to demonstrate successful CQ. In many cases, cognition is not enough to produce intercultural effectiveness in global leaders. For example, when global leaders demonstrate robust CQ, not only what and why are understood, but also their response is appropriate to the cultural context (Earley & Ang, 2003). Over time, it is hoped that global leaders will develop these nuanced CQ behaviors as a result of the myriad intercultural domains in which they operate. In their investigation, Li, Mobley, and Kelly (2013) found that behavioral adaptability is instrumental for global leaders specifically seeking to improve communication effectiveness and build cross-border relationships.

The research in CQ and cross-border leadership effectiveness is underdeveloped. There are, however, nascent findings exploring this research area. Since leadership effectiveness is driven by specific cultural values and expectations, cross-border leadership requires malleability to function in diverse contexts (Rockstuhl, Seiler, Ang, Van Dyne, and Annen, 2011). In their study of the Swiss military, Rockstuhl et al. (2011) determined that EQ is effective for domestic leadership, yet CQ is a critical component of global leadership effectiveness. Hence, global leaders with stronger propensities in CQ may see more effectiveness in their international roles.

Globalization

  Globalization is not a new construct; in fact, Levitt (1983) first coined the term when he found "the globalization of markets is at hand" (p. 1). As evidence of this phenomenon, Levitt cited the consumer desire for uniform products and pricing and the emergence of technology as key drivers of globalization. Noting an early transformational effect of globalization, Levitt tied the new phenomenon to the transition from a multinational corporation to a new and emerging global corporation. Globalization has allowed global companies the opportunity to provide the best products at the best prices to anyone at any time. Many companies are succeeding at this goal.

  Among many manifestations, globalization has created a new type of interconnectedness driven by its sine qua non: the search for more profit outside of a country's national borders. For example, over 40% of the earnings of American S&P companies now originate their profits from outside the country (Charan, 2013). This profit search enables access to new resources that promote linkages, learning, and revenues, all compelling in their own right. Further, advances in technology, big data, and communication all buttress globalization, allowing it to continue apace.

  While acknowledging yet advancing Levitt's themes, Zeiler and Eckes (2002) also highlighted technological innovation as the other principal impetus for globalization. Technological innovations have made the world a smaller place. In the previous century, technological advances altered diplomacy, thanks to jet aircraft, satellites, optical fiber cables, and the Internet. Although technology and economics shape global business and relationships, they are reinforced by significant world events, such as the fall of the Berlin Wall and the ensuing collapse of the Soviet Union.

Expanding on Levitt (1983) and Zeiler and Eckes's (2002) research, it can be argued that the world has entered a new phase of globalization. "Globalization 3.0 (which started around 2000) is shrinking the world from a size small to size tiny and flattening the playing field at the same time" (Friedman, 2005, p. 3). At this stage, the focus is on the individual. Friedman (2005) also noted that the epicenter for Globalization 3.0 involves non-Western and non-White participants. Confirming Friedman's assertion, Charan (2013) noted that the world is now tilting toward developing countries including China, India, Indonesia, and Brazil. Some global companies have already recognized this shift, whereas others still need more time to appreciate the scope of this transformation and its market implications.

The nexus between global brand and local culture merits exploration. For example, the business case study of McDonald's in Hong Kong provides an interesting primer on the perceived globalization of tastes and commercialism going mainstream from one culture to another. Watson (2012) traced the history of McDonald's opening in Hong Kong and the mental models that needed to be acknowledged and altered by McDonald's: namely, the transition of a company that was originally a snack destination with an exotic appeal to a meal destination that became ordinary. The transformation did not occur swiftly, yet it demonstrates the adroit use of cultural levers of perception, language, and intuition. Watson noted while the original intent was to capitalize on the novelty of the American fast-food experience, the insightful use of the Cantonese language to articulate and link the food to staples in the Chinese diet helped create a new mental image of the company and its products. Given the influence of globalization on consumers' expanding desires coupled with the growth of a wealthier middle class,

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McDonald's benefitted from these factors and their global expansion strategy. Watson noted that McDonald's is now an integral part of the Hong Kong landscape, an ordinary experience for the Chinese citizenry.

Irrespective of global conglomerate success in the new marketplace, globalization affects the inner workings of organizations differently. Often, as Ghemawat (2012) noted, more visible evidence such as travel creates a perception that a firm is more global than it really may be. Strategies, structures, and processes may still be more internationally focused rather than globally integrated. To counter this, firms can conduct an audit to gain an "accurate read on the extent of globalization in one's firm and industry" (p. 3). Ghemawat explained that the audit may include a combination of hard data on economics, politics, and market footprint. Such an audit is a necessary activity to ensure internal hard and soft assets are in alignment with the broader market strategies of global firms. A firm's human assets are the most notable, and they are certainly not immune to globalizing phenomena.

Global Leadership

Market focus, forces, and dynamics directly correlate with the challenges that global leaders face. Livermore (2010) noted, "executives surveyed cite understanding customers across various contexts as the greatest of all the global leadership challenges" (p. 15). As in the Hong Kong McDonald's case, global sales and marketing strategies are inexorably linked to local market cultural issues. Navigating between the global and local requires that global leaders develop the elasticity to deal with the complexity inherent in delivering on their organization's strategies. Therefore, global leaders must first obtain revenue goals within a continually changing market landscape.

Whether in public or private organizations, leadership remains the linchpin of long-term success. However, given the contextual complexity of today's rapidly changing world, the previous paradigms of how to lead in an increasingly global world are undergoing a profound test. Olson and Kroeger (2001) offered a definition of a globally competent leader as one who "has enough substantive knowledge, perceptual understanding, and intercultural skills to interact in our globally interdependent world" (p. 117). Whether working globally or in diverse America, global leaders have multiple opportunities to navigate complexity on a daily basis.

Unpacking the complexity global leaders face provides a framework of how to best measure effectiveness in business leadership roles. Specifically, there are four key elements that define global leadership complexity (Lane, Maznevski, Mendenhall & McNatt, 2004). Global leaders first face issues of multiplicity, reflecting the fact that they deal with more and different stakeholders than in previous years. Nor is addressing these issues in isolation a possibility. Next, Lane et al. (2004) highlight the global interdependencies that force interactions among global actors across disciplines—the social, political, and economic. The global leadership implication to interdependencies necessitates a generalist rather than a specialist approach to improving knowledge, skill, and acumen across multiple disciplines. Also, Lane et al. cite ambiguity as another complex element bedeviling the most capable of global leaders. Interpersonal relationships steeped in global diversity create ambiguous situations in which perceptions lead to multiple interpretations of values, norms, and behaviors. Rounding out the complexity issue, global business leaders can experience all three aforementioned elements in a permanent state of flux. Flux resists linear

approaches to strategy, execution, and tactics more normative to a leader focused on national marketplaces.

Many researchers argue that leadership traits, skills, and acumen easily translate to the global arena, obviating any distinction between the national and international. In contrast, Osland and Bird (2006) noted that global leadership "differs from domestic leadership in *degree*…relating to connectedness, boundary spanning, complexity…and building learning environments and teams [with] large-scale change efforts—across diverse cultures" (p. 123). These leadership challenges provide inherent opportunities for growth and development. Mendenhall et al. (2013) asserted that global business leadership work is transformative in itself, netting new mental models through the process of becoming more competent with global complexity. Globalization and leadership conspire to create global leadership that more researchers claim merits further study. In addition to the scholarly community, Osland (2008) noted that transnational companies have a vested interest in developing global leadership for competitive advantage.

It is evident that global leaders can be *made* in ways that complement their innate skills to increase their effectiveness. However, becoming an effective global leader is a process that may take years; this includes building up the reputation that one seeks both internally, and, potentially, in the perception of the external marketplace. This focus on reputational capital is of particular interest to global leadership researchers. Petrick, Scherer, Brodzinski, Quinn and Ainina (1999) found that truly "excellent global leaders are able to understand complex issues from different strategic perspectives…by playing multiple roles in a highly integrated and complementary way"

(p. 60). Ultimately, the essence lies in a balanced approach to global leadership in which leaders leverage multilayered skill sets. For example, if a leader is not gifted in maintaining high morale while leading his/her globally diverse team members, the team may not perform well, causing an economic impact that manifests itself in a lack of goal achievement. Hence, maintaining morale, acknowledging how that appears to be different cross-culturally, and adding the virtual element to effective leadership all conspire to illustrate the complexity that global leaders must possess to enhance their reputations.

Martin and Nakayama (2015) affirmed Petrick et al.'s (1999) findings when they found that intercultural workplace encounters are complicated, involving multiple identities between leader and teams. Hence, global leaders may employ multiple leadership strategies at the same time to reflect and respond to the dynamism of the workplace and their roles. Martin and Nakayama took a dialectic view toward intercultural relating, where the dynamic is fluid, ongoing process. For example, beyond cultural makeup, gender, class, race, and age—personal characteristics involving another level of cultural or national diversity— also have influence and can determine the perception of a global leader's intercultural competence.

Global leaders who embrace intercultural relating through the notion of mindfulness may well be better poised to be more effective (Thomas, 2006; Thomas et al., 2008). Tuleja (2014) noted that mindfulness is an effective bridge between knowledge and behavior for global leaders that involves reflective practice. Without some reflection on leaders' efficacy in intercultural interaction, they may rely on borrowed methods rather than acknowledging the situational complexities in the highly

relational aspects of their role. Reflection is a key practice in a leader's effectiveness

journey: one that can help continue progression toward more mature intercultural skills.

GLOBE Study

Based on Hofstede's (1993) work and interest in charismatic leadership theory,

House et al. (2004) conceived, developed, and launched a definitive intercultural study

named the Global Leadership and Organizational Behavior Effectiveness Research

Program (GLOBE). The study was designed "to explore the fascinating and complex

effects of culture on leadership, organizational effectiveness, economic competitiveness

of societies, and the human condition of members of the societies studied" (House et

al., 2004, p. 10). The study took an ethno-relativist approach to culture and leadership.

Ultimately, House et al. identified nine major global cultural attributes and six major

global leadership themes emanating from the 62 societies that were under study. The

global leadership dimensions are charismatic/value-based leadership, team oriented

leadership, participative leadership, humane oriented leadership, autonomous

leadership, and self-protective leadership.

The leadership dimensions listed previously were rated in order of priority

importance to specific countries. Of significance in many countries are the first two

dimensions. These dimensions further illuminate global leadership complexities and

inform the skills on which global leaders can focus their development in intercultural

contexts discussed further in this chapter.

The GLOBE data revealed a number of findings relevant to global leadership.

Principally, "the portrait of a leader who is universally viewed as effective is clear: The

person should possess the highest levels of integrity and engage in Charismatic/Value-

Based behaviors while building effective teams" (House et al., 2004, p. 678). While all global leadership dimensions scored as important across the cultures in the study, House et al. (2004) found that regional clusters created variances in global leadership dimension priorities. The unique value of the GLOBE study is that it informs intercultural global business leadership strategies and practices quite pragmatically. "Leaders who are aware of a culture's values and practices can make…decisions regarding day-to-day operations and crisis management within an organization" (p. 712).

Next Generation Global Leadership

With economics driving the dialogue, organizational leaders are increasingly expanding the definition of effective global leadership while evaluating new models to develop a new generation of global leaders. Emerging global leaders associated with the Millennial Generation and their unique wants and needs are expanding the boundaries of effective global leadership. Millennial Generation leadership looks different than any other previous generation, albeit with promising possibilities to fill organizational ranks with globally skilled leaders.

Culturally and generationally, there is another significant gravitational pull affecting companies and the global business leaders at their helm: a higher focus on universal norms and values, in essence, doing good to do well. This is a clear priority for the Millennial Generation. Shawn (2015) noted that the current *social good* movement is driven by the Millennial Generation and that this is having a distinct economic impact. Statistically, "70% of college students [are] more willing to purchase a product when it is tied to a cause of some kind" (p. 7). Witness global companies and

their business leaders taking notice of this trend; it is becoming a key metric of global business perception and efficacy. "Consumers and investors increasingly want to understand a company's culture and values. They want to analyze its social behavior, not just its share price" (Ignatius, 2015, p. 51). This focus on corporate social responsibility (CSR) is expanding into the area of addressing and measuring success in the area of wider social aims. Yunus (2010) discussed the CSR concept and noted how it informs good citizenship, which more enlightened global business leaders are trying to engender. Due to the expanding consumer demands focusing on more than company short-term profit, global leadership efficacy is broaching new territory.

Intercultural Skills

The previously cited research in this study makes the case that global business leaders are facing complexity in their roles that defy traditional and repeatable leadership strategies and practices. Through the identification and development of finely nuanced intercultural skills, global business leaders may find the strongest ROI in their efforts to become more effective in their roles. For this section of the research, a review of current intercultural theorists is followed by a description of the most relevant intercultural skills upon which global business leaders may focus their development.

Naming conventions are difficult to navigate, and the intercultural field is rife with a diversity of nomenclature worthy of clarity. Within the research and scholar-practitioner communities, nomenclature plays a key role in the choice of research focus; addressing intercultural theories, issues, and practices is no exception. To begin, Trompenaars and Wooliams (2009) noted confusion over the word *competence*. Certainly, this is a common research term that is commonly found in the lexicon of

human resources and talent development leaders. Of more practical use are the terms *skills* and *skill sets*. However, Trompenaars and Wooliams found that confusion between the terms *competence* and *skills* is also rife, with *competence* comingling *mind-sets* and *skill sets*. For the purpose of this study, the word skill is referenced when describing intercultural strategies, practices, and development. Spitzberg and Changnon (2009) defined *intercultural ability* as appropriate interactions in diverse situations, grounded in specific attitudes, intercultural knowledge, skills, and reflection. This expansive definition assumes intercultural effectiveness is based on many factors and requires a disciplined approach to skill development.

Earley and Ang (2003) offered a model for cross-cultural competencies germinating from a foundation where "competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them to appropriate settings" (p. 263). Here, it is not only to know what is appropriate, but also to apply knowledge to intercultural interactions. The application may be more or less successful, the determination of which requires the ability to reflect upon past actions. To perform this task effectively, global business leaders will need to draw on their ability to learn and relearn, since cultural competence is not static.

Other noted researchers in the intercultural field acknowledge the breadth of intercultural skills as well. For example, Bennett and Castiglioni (2004) noted that competence refers to the bridging of intercultural sensitivity to effective intercultural behavior in different cultural contexts. Global business leaders may start with innate sensitivity to other cultures, yet it is the appropriate abilities cited in the GLOBE study in the intercultural context that make goals achievable and even enjoyable. Since culture

most readily exhibits itself in certain situations, global leaders have a veritable intercultural laboratory within their business interactions, where unlimited opportunities exist to practice, reflect, and learn.

Developing Intercultural Skills

After defining intercultural skills, it is important to prioritize these skills for development purposes. Noted researchers make an important assumption linking global leadership effectiveness with development and implementation of well-honed intercultural skills. Pusch (2009) noted "leaders with an ability to deal constructively in intercultural situations are made [as opposed to being "born"]" (p. 67). With organizations continuing to strive to create globally effective leaders, finding the most expedient development strategies are of keen interest to organizational leaders, human resources executives, and global business leaders themselves. "To lead in a collaborative global enterprise, it is essential that there be global competency development to produce leaders who can exhibit intercultural competencies" (Pusch, 2009, p. 68).

The targeted skill sets necessary to develop intercultural acumen can point to a development roadmap. Such a roadmap is of keen interest to researchers, scholars, and practitioners in this field. Pusch (2009) related that a search of the literature shows that nearly all studies identify four skills that are critical for global business leaders to be effective and appropriate in any intercultural situation:

1. Managing stress,

2. Communicating effectively,

3. Taking advantage of the interface between different cultures and the knowledge that comes from different cultural orientations, and

4. Managing change in a borderless environment where culture is asserted even more…and where cultures encounter each other immediately through technology (Rosen, Digh, Singer & Phillips, 2000, pp. 32-33).

The aforementioned list of skills is informative and directional in scope. Global business leaders can focus upon the first skill, managing stress, to mitigate the demands made upon them. Next, communication skills are universal; however, they are more complex in the intercultural context. In the GLOBE study, House et al. (2004) delineated the charismatic leadership and team skills necessary for savvy global business leaders to perfect. The third skill of capitalizing on intercultural interfaces aligns with multiplicity defined as a component of global leadership complexity. Similarly, the fourth skill, managing continuous change, also resonates with the constant renewal that is the last hallmark of global leadership complexity.

Having defined a broad list of intercultural skills upon which to focus, the research points pragmatically to assessment as a practical place for global business leaders to begin their intercultural development journey. Among many assessments, Bennett (1986) has offered the Developmental Model of Intercultural Sensitivity. Measuring intercultural sensitivity first in leaders, this assessment plots the maturity level between ethnocentric stages and ethnorelative stages on a continuum. Bennett defined ethnocentric states as denial, defense, and minimization of cultural differences, whereas ethnorelative states denote acceptance, adaptation, and integration of cultural differences. To be effective, global business leaders either aspire to or find themselves

already on the ethnorelative side of the intercultural sensitivity continuum. The

competent global leader leverages global differences and channels them to

organizational, team, and individual effectiveness.

Bourjolly et al. (2006) found that Bennett's (1986) model provides the sound

theoretical underpinning for the development of intercultural sensitivity, the foundation

for developing intercultural skills explored in successively rich research studies. In his

more recent study, Bennett (2009) confirmed "cultural self-awareness is a necessary

precursor of intercultural learning, which involves recognizing cultural differences" (p. 4).

The goal is for global leaders to be at the most advanced point on the Bennett model.

This most advanced point is for global business leaders to be interculturally aware,

sensitized and skilled, performing at the highest levels of effectiveness.

In one list of research-based intercultural skills, communication fluency and

dexterity in the intercultural domain are said to be of paramount importance for global

business leaders (Pusch, 2009). Martin and Nakayama (2015) noted the predominant

term used in their discipline is "intercultural communication competence" (p. 16), with a

focus on the demonstrable skills during global interactions. Nair-Venugopal (2015)

discovered that intercultural communication is not only bounded by political,

geographical, and social constructs, but also constrained by contextual and

interpersonal domains. Of particular import in intercultural or cross-cultural

communication is the notion of etic studies, in which cultural phenomena are viewed

from the perspective of an objective outsider comparing two or more cultural groups.

The basis of etic studies assumes a culturally universalistic approach. In essence,

universal dimensions serve as guideposts to any cross-cultural variations in communication (Kim, 2005).

Intercultural communication is facilitated in the business environment simply because the business provides important context and a connecting point. Varner (2000) stated that "business strategies, goals, objectives and practices are an integral part of the communication process" (p. 44) and can provide motivation between parties in intercultural communication. Although it provides a relating point, the business context does add complexity for a global business leader. Irrespective of country of origin, Varner reinforced that global business leaders must relate to others on multiple levels: corporate culture, industry culture, the general business culture, and their national culture.

Another important dimension to building intercultural skills is the ability to empathize. This key skill engenders debate about whether it is a trait or behavioral-driven—or a combination of the two. Essentially, empathy focuses on others. Expanding on this notion, global business leaders who demonstrated empathy are skilled at recognizing estimates of others' points of view in the course of social interaction (Broome, 1991). Global business leaders who make communication other-focused demonstrate relational empathy.

Intercultural skills encompass participative decision making (PDM)—a key tenet for global business leaders working with dispersed and diverse teams. Sagie and Aycan (2003) noted that PDM can enable global leaders to better understand the cultural bases for certain behaviors that global team members may exhibit: avoidance, lack of initiative, or taking responsibility. Hofstede and Hofstede's (2005) value-based

framework of cultural dimensions offers a model for cultural understanding and, in one dimension in particular, can adversely impact PDM among global teams. In the team setting, one notable Hofstede cultural dimension, power distance, "influences the extent to which participation is practiced" (Sagie & Aycan, 2003, p. 456). For example, in higher power-distant cultures, global team members might have a propensity to be uncomfortable in being delegated to, since power is perceived to be best held in the authority of the team leader. Imagine the potential for misinterpretation on the part of the global business leader when team members from high-power foreign cultures are culturally predisposed to not taking on tasks or *owning* decisions and follow-up. Hence, there is a mandate for the global business leader to better plan for the cultural dynamics of diverse, dispersed team members.

Additional researchers have applied the Hofstede and Hofstede (2005) cultural dimensions model to intercultural communication. These dimensions can manifest themselves in various aspects of intercultural team communication. Ting-Toomey (2010) confirmed the application of Hofstede's value-based framework in intercultural communication, yet she continued by stressing its helpfulness in intercultural workplace conflict communication which, when demonstrated, is impartial, benevolent, and communal. The power distance value in Hofstede's framework influences first the position team members take in a conflict situation. Schein (2010) cites these positions as artifacts driven by values stemming from underlying assumptions of, in this instance, leadership and power: important factors when global business leaders and teams face internal conflict.

Global business leaders often conceive, execute, and deliver on large-scale global projects. Recognizing what is only a recent phenomenon, Moran and Youngdahl (2008) purported that global project management can benefit from fusing with effective leadership and comprehensive intercultural skills. Moran and Youngdahl (2008) cited four key challenges when global project teams interact:

1. Team members typically dialogue in English as a foreign language, confounding communication and understanding.

2. Team members from differing cultures demonstrate different values, norms, and behaviors, potentially inhibiting task and goal accomplishment.

3. Geographically dispersed project team members encounter fewer opportunities to meet, share important context and develop the trust levels needed for the work to succeed.

4. Since project leadership stakeholders may not be intact to the team, project team members who report to joint venture leadership can inhibit swifter progress toward teamwork and goals.

Mintzberg (1983) offered three strategies for global project leaders and their teams to address the global project leadership challenges, outlined previously:

1. Setting expectations that global project team members should mutually pivot to meet others' needs,

2. Project leaders applying direct supervision when possible, and

3. Creating a standardized work process and output while reinforcing interdependence when working on and producing project tasks.

Global project leaders have time and space constraints that can wreak havoc on global team goals and task accomplishment. To compensate, global project leaders apply a targeted focus in their messaging for virtual team members to clarify the vision. Van Luinen (2015) affirmed that global project "team members who align not only with the [leader's] message but also with group tasks will use a barometer of task accomplishment toward fulfilling the vision as the primary avenue to build trust and transcend more feeling-based face-to-face interactions" (p. 66).

Global business leaders will inevitably encounter conflict in the course of role-specific intercultural encounters. Given the highly contextual nature of these interactions, global business leaders may be misunderstood, which can lead to wider intercultural conflicts. One definition of intercultural conflict competence is the "mindful management of emotional frustrations and conflict interaction struggles due primarily to cultural or ethnic group membership differences" (Ting-Toomey, 2009, p. 101). As in most intercultural interactions, the affective—or interpersonal—supersedes the technical aspects of global project teamwork. Ting-Toomey (2009) first explored appropriateness, a barometer against which the interlocutors determine whether the others' words and actions subscribe to certain subsuming cultural norms within the intercultural conflict context. While highly specific, national cultural norms trump corporate cultural norms; in the global business context, they can detract from shared meaning, task accomplishment, and team member bonding. Ting-Toomey pointed to effectiveness in the intercultural conflict context where both interlocutors need to draw from a strong repository of verbal and nonverbal communication techniques to drive toward shared meaning. Global business leaders might benefit from employing

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Bennett's (2009) ethnorelative intercultural sensitivity scale to improve intercultural

conflict communication. Lastly, Ting-Toomey cited adaptability as another key

component for global business leaders to address intercultural conflict. When

intercultural communication between two interlocutors is deteriorating, a global business

leader drawing on adaptive skills can better pivot to reach the desired communication

outcome. For successful adaptation in intercultural communication contexts, global

business leaders may draw on a concomitant skill: EI. Under the team orientation

dimension, the GLOBE study (House et al., 2004) lists several key attributes that enable

the emotionally attuned global business project and team leader to achieve focus

awareness, development, and effectiveness.

Some intercultural research points to compelling evidence of the benefits of

ethical leadership—that is, concern for the rights of followers. Citing the House et al.

(2004) GLOBE Study, Resick, Hanges, Dickson, and Mitchelson (2006) found that

ethical leaders who demonstrate character, integrity, altruism, collective motivation, and

encouragement are universally viewed as positive figures, regardless of cultural

associations. Falling under the banner of charismatic and team-oriented GLOBE

dimensions, these attributes of global leadership point to a sound ethical basis for

leaders working in the intercultural domain. In essence, global business leaders

demonstrating these ethical attributes will find their intercultural teams to be highly

receptive. With wide cultural applicability, these transcendent components become

more poignant in that they provide a clear roadmap for global leaders practicing and

developing their intercultural skill sets.

As Hofstede and Hofstede (2005) noted in their research, the global business leader's national culture is more influential than his/ her professional culture when global colleagues interact in the intercultural business context. Nonetheless, a more comprehensive review of how global business leaders best demonstrate intercultural competence in the work setting is of value. Harkening back to the previously articulated definition of leadership, which comprises goal setting and influence, global leaders must be skilled in intercultural business communication. When two business people from different cultures interact, successful communication depends on understanding not only their culture and background, but also the context in which the business is taking place (Bell, 1992; Bolton, 1999). In a sense, when two global leaders discuss "business strategies, goals, objectives and practices [these] become an integral part of the communication process and help create the synergy of culture, communication and business" (Varner, 2000, p. 44). In many cases, corporate culture acts as a binding agent for different global business leaders coming from different national cultures. For example, if the corporate culture is strict about being on time, but is operating within in a national culture that is not so concerned with punctuality, global leaders may need to flex to meet the time expectation of the national culture.

Potentially discouraging to the most competent global leaders, intercultural differences may appear vast and difficult to navigate. Recognizing the scope of the task, Molinsky (as cited in Cliffe, 2015) posited that leaders are the ones going global and, because of this, are in need of immediate help. Therefore, bridging cultural differences with appropriate global leadership behaviors can prove to be a helpful strategy. Molinsky suggested first learning the code of the new culture based on five

dimensions: directness, enthusiasm, formality, assertiveness, and self-disclosure. Learning the code harkens to a model of advanced planning that Livermore (2010) mentioned as being critical to decoding new intercultural settings. Next, global leaders need to determine the "'zone of appropriateness' in the new culture for each dimension, understanding that there is a range of acceptable behaviors" (Cliffe, 2015, p. 4). For example, global business leaders may need to mute or amplify certain national cultural dimensions and behaviors in the global business context. Lastly, once global leaders know what behaviors are appropriate, Molinsky advised that practice will develop and fortify the necessary skills. Ultimately, global business leaders would benefit from taking time for reflection after major business interactions to determine the benefits of their nascent intercultural communication skill awareness, practice, and mastery.

Although the research acknowledges that developing intercultural skills is a worthwhile and transformational endeavor, global leaders may find it a challenge for reasons relating to leadership effectiveness. Meyer (2014) found that bridging cultural gaps is difficult because global business leaders' management styles stem from habits developed and practiced over a lifetime. Through years of effort, many global business leaders employ leadership practices and toolkits tested in the field. Working effectively in the intercultural domain upends that practice by dint of the global diversity they face on a daily basis. Further, Meyer stated that global leaders need to demonstrate utmost fluidity where, for example, remaining true to strategies, goals, and tasks will still require flexibility in determining how global teams will implement the work in the intercultural context.

As with McDonald's, a different case study regarding how another global firm and its leaders effectively navigated intercultural differences may prove instructive. UPS, the global parcel delivery service, was developing its strategic market presence in China. The starting point was to identify cultural facilitators and obstacles. "Embedded in challenges with training, sales, and overall profitability in a foreign market is the ability to articulate home company goals in a culturally different environment" (Gao & Prime, 2010, p. 150). Once UPS clarified the goals, it was able to establish a strong starting point for business operations in China. Gao and Prime (2010) noted the wisdom of the UPS global leadership team, which was further demonstrated by articulating five obstacles to and five facilitators of Chinese and American intercultural business communication. These intercultural levers were then minimized or amplified as appropriate to help work toward successful implementation of the strategy. As a result of its strategic and pre-planned approach to intercultural communication (along with other sound business decisions), UPS enjoyed market success in China.

Much like IQ and EQ have been identified as key drivers for leadership effectiveness, cultural intelligence, or CQ, is a more recent phenomenon offering an additional avenue of global business leader success. Livermore (2010) offered some tips for global business leaders to employ in developing their CQ. In the application stage, Livermore asked global leaders to plan their cross-cultural interactions by taking the time to observe visible cultural artifacts. Artifacts can be symbols, pictures, physical arrangement of items in a room, or clues as to what items are important and rewarded. Next, Livermore posited that even a simple meeting with an intercultural interlocutor may bring to the fore such issues as small talk, the extent to which business is

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addressed, and the immediacy of action steps. After some post-event reflection, the

global leader's final step would be to have an intercultural advocate familiar with

different cultural contexts provide feedback on how well the global leader performed in

the interaction.

Measuring Intercultural Skill Effectiveness

Global business leaders are measured on how successfully they implement

strategies, goals, and tasks that improve profit margins. Success metrics may also

include their ability to nurture global team members. Given the fact that global business

leaders operate within an intercultural context to accomplish their goals, company

leadership will be acutely aware of how effectively leaders are performing relative to

their global responsibilities. Similarly, researchers have a vested interest in measuring

intercultural skill awareness, development, and practices. Trompenaars and Wooliams

(2009) "found that reconciling intercultural dilemmas emanating from the complexities of

global leadership [is] the strongest feature to determining success from one global

business leader to another" (p. 164). In this manner, the global business leader can use

intercultural communication, as well as conflict and project leadership techniques to

best shape the organizational and team culture in which he/she operates. Hence, the

recommended global business leadership approach considers the identification,

respecting, and reconciling of intercultural differences a key measure of business

success.

Company leaders have additional vested interests in the ROI for developing

intercultural skills among their global business leaders. However, in this domain, a

benefit of intercultural communication competence is that it can create a stress-free

workplace with culturally different people working together effectively (Barna, 2009, p. 139). Working effectively with one's team is essential for any organizational leader navigating the deep transformation inherent in globalization and its influence on workplace productivity and diversity.

Developing intercultural skills or any derivation thereof provides an additional ROI to global organizations and to global business leaders themselves. Livermore (2010) found that "leaders who develop cultural intelligence are less likely to experience burnout, a major threat to leaders today, particularly those who travel frequently to many different places" (p. 168). While inveterate global business leaders may focus on communicating and delivering strategies and work product on their travels, it would behoove them to focus on the why and how of intercultural dynamics to facilitate broader understanding and relationship building with global colleagues and team members.

Expanding global business leadership effectiveness and the corollary human resources considerations are not the only benefits to developing intercultural skills. Engaging in international business exchanges can provide individuals, institutions, and enterprises with numerous financial and social benefits as well (Engelbert, 2004). Both McDonald's and UPS gained financially as a result of their prowess in intercultural communication skills. Keeping these successful measures in mind, organizations and global business leaders can focus on the positive nature of intercultural business exchange, where they experience manifold opportunities for financial, social, and personal gain.

There is another lucrative aspect of ROI for global business leaders—the profitable arena of unleashing innovation. Hyun (2012) posited that if global leaders "don't invest the time and effort to understand the cultural makeup of our team members, we will lag behind others in navigating global teams, and underuse the very people who can fuel innovative thinking" (p.15). In this sense, innovation and innovative thinking span national boundaries, providing opportunities for global leaders to win in the competitive marketplace. The task for global leaders with their teams is to better interpret behaviors and actions coming from culturally diverse members, first in building rapport and engagement, and then ultimately to tap into their innovative thinking as a key success measure.

Development Strategies for Intercultural Skills

According to a study by the American Management Association (2012), the majority of companies are failing to adequately develop global leaders. Notwithstanding select successful case studies, the ROI for global leadership development strategies, programs, and tools appears unconvincing. What is clear is that increasing global leadership capacity is no longer a choice for internal organizational leaders and their talent teams but is now an economic imperative (Molinaro & Weiss, 2005).

Global transformation creates an irresistible gravitational pull on organizations, requiring them to pivot from reactive to proactive development strategies. Typically, talent leaders engaged in global leader development have tried to identify the unique constellation of mindsets, skillsets, and experience to develop competent global leadership. One effort in recent years focuses on developing intercultural competency—a relatively new approach and an increasingly convincing tool in the

development of leadership capacity. The nexus between strategic global leadership

capacity building and targeted intercultural competency development offers ample

opportunities for concept, product, and service innovation to meet untapped needs.

The race to develop effective global business leaders began in earnest fairly

recently. Tye (2003) related that this movement toward global education started 20

years ago in the United States. Among other tenets, early global education focused on

intercultural skill development. A clear roadmap for intercultural skill development can

be found in the aforementioned GLOBE study, which details the principles applicable to

increasing skill development in key areas of global business leader education.

Fueled by the need to build global leadership capacity, scholar-practitioners can

explore and develop new paradigms in intercultural competency development. In such

a green field environment, practitioners can further leverage these paradigms to create

strategic approaches and tactical tools in intercultural competency development. As the

research has demonstrated, developing competent global leaders remains an unmet

organizational challenge. As such, the cadres who develop global leaders are eager for

new tools. Expanding the boundaries of intercultural competency development and the

tools to facilitate it offer a compelling opportunity for these cadres and, it is hoped,

increase the ROI of facilitating globally competent leaders' rapid development in this

domain.

Intercultural Skills Training

Intercultural skills training can offer solutions for global business leaders to

develop. Three methods are described successively. Whatever the method, there is

research into what defines effective intercultural training. Research by Storti (2009) found the following elements to be foundational:

1. Provide the definition of culture and how it manifests itself in interactions with people from different cultures;

2. Identify the participant's own cultural values, assumptions, and norms;

3. Identify the target culture's cultural values, assumptions, and norms; and

4. Identify areas where challenges, problems, and surprises could occur between the participant's own culture and the target culture.

The components of intercultural training frame the content for optimal learning for global business leaders. The research also addresses the methodology needed for effective intercultural learning and development. Specific to the learner, the methodologies change based on where the global business leader falls on the intercultural sensitivity continuum. Bennett (1986) provided two models are the basis for the design of intercultural training. He found that most intercultural learners are in the ethnocentric stages of their development, which made the learning challenging. For example, let's assume an American executive new to a global business role and with limited exposure to other cultures is relocating her family to France. If this global leader is a first-time expatriate, she is looking at intercultural development through her own American lens. The other model offered by Bennett is for learners in the ethnorelative stage of their intercultural sensitivity. The approach Bennett offered in this second model of intercultural training focuses on support to drive toward even more advanced levels of adaptation. This theoretical model provides a sound rationale for the choices

intercultural learning and development professionals can make around the content

offered to global business leaders in the learning cycle.

Intercultural Skills Executive Coaching

Executive coaching is a key component of and support to global leader

development. This is a trend that is beginning to appear in many companies. "Close to

40 percent of Fortune 500 firms are integrating coaching into their development

initiatives" (Handin & Steinwedel, 2006, p. 20). Based upon theories of andragogy,

executive coaching focuses on extrapolating experience and measured reflection with

leaders who, agnostic of the organization, have basically the same objectives.

According to Handin and Steinwedel (2006), "Executive coaching is a collaborative

partnership designed to align professional development with organizational goals and

drive performance" (p. 18).

The same vision and benefit of executive coaching applies to developing

intercultural competence. Developing intercultural competence has twin goals:

awareness-building via understanding differences and competence via bridging those

differences to comfortably collaborate, influence, and explore. For both executive

coaching and developing intercultural competence, the process is similar: each

necessitates uncovering mental models and deeply ingrained patterns, challenging

assumptions, and trying new ways to problem solve with real world application (Handin

& Steinwedel, 2006). By blending both executive coaching and intercultural

competency development, seasoned global leaders with a solid track record in both

domains can offer newer leaders the opportunity to uncover and navigate cultural

differences, thereby diminishing the learning curve and hastening speed to competency in their global roles.

Affirming Handin and Steinwedel's (2006) assertions, Mendenhall et al. (2013) found that global education development can best be delivered through the use of expert coaches. This approach could include savvy global business leaders with in-depth intercultural experience or external global business coaches working with internal business leaders. Guided by the executive coaching process of assessment, goals, and targeted advice and reflection, executive coaches may focus on intercultural skills to provide immediate and relevant help to emerging global business leaders. The global leader will find many opportunities to experiment with intercultural skill development during his/her daily global business interactions.

Intercultural Skills Development in Role

Global business leaders opting for expatriation or significant global travel can be afforded an important opportunity to develop intercultural skills while performing their job roles. This is driven, in part, by the internationalization of company operations to pursue overseas profits, necessitating short or longer-term global work assignments to develop new business. While overseas work may be exciting for the newcomer, global leaders may face some inherent challenges. These challenges span personality, family matters, and technical and managerial skills, the latter often the reason for the global business leader garnering the expatriate assignment in the first place. Of critical importance is also the job design of the expatriate, and whether there are clear goals and outcomes determined for success in an overseas role (Earley & Ang, 2003).

Once overseas and well along the adjustment process, global business leaders have an on-the-job opportunity to develop their intercultural skills in situ while leading their virtual global teams. Since global leaders rely on dispersed and diverse teams to accomplish their goals, team meetings provide an ideal opportunity to try out expanded intercultural communication as well as conflict and project leadership skills. However, global business leaders seem minimally prepared to succeed in the domain of intercultural communication with their teams. Robbins and Judge (2013) cited that "only 18 percent of companies have documented strategies for communicating with employees across cultures, and only 31 percent require that corporate messages be customized for consumption in other cultures" (p. 356). Judging from these statistics, van Luinen (2015) noted that global leaders face only *sink or swim* options to address the complexities of effective global team leadership and the finely tuned intercultural communications skills these teams require. Implications for companies to internally improve upon these alarming statistics include opportunities for developing global leaders' intercultural skills in influencing, communication, and negotiation in their daily work.

Intercultural Professional Training Skills

The evolution of global business leadership effectiveness has influenced intercultural development strategies, practices, and tools for learning through on-the-job, relationship-oriented, and formal training methodologies. The burgeoning field of professional intercultural training now logs billions of dollars of revenue per annum globally. An effective intercultural professional trainer's credentials are very specific and targeted to ensure that learning is both strategic and targeted for success. Storti (2009)

found that intercultural training professionals should possess a thorough knowledge of the basics of intercultural communications, overseas experience, and training design and platform skills. The perfect balance of all three knowledge, acumen, and skill areas can provide optimal learning experiences for global business leaders.

The Expanding Role of Human Resources

Beyond the skill development areas human resources leaders face to increase intercultural skills among global business leaders, the human resources functional staff has numerous other challenges. As businesses and their leaders pivot in response to global market demands, so must the internal human resources function make a substantive shift in its services and reach in order to be more effective. In addition to the aforementioned globalization and demographic shifts—in this case to the Millennial Generation—new technologies, evolving social attitudes, and people-dependent business strategies are also having an impact. Also, the shift from a national to a global human resources staffing model is a needed transformation for many global corporations. The different designations of global staff add additional complexity to where talent is sourced. Such talent may be from the originating country, the host country, or a third country (Palthe, 2009). Technology, communication, and global succession management are all key enablers to a robust global staffing model that will source the global business leaders of tomorrow.

Summary

Global leadership research rests squarely on significant past studies conducted on leadership theories and intelligences. Also, globalization is a mitigating factor that stretches the definition and increases the complexities of global leadership. Global

leaders may best prepare for the globalization of their roles by focusing on identifying the factors inherent in CQ and developing concomitant skills in this domain. In essence, developing CQ skills requires unlearning what has been learned and focusing on approaching intercultural contexts with the cognitive, motivational, and behavioral propensities to succeed. Additional criteria to develop CQ skills include global leaders being physically present in global situations and reflecting on their frequent interactions in intercultural communication, influence, and team and project leadership roles. Ultimately, the global leader must be cognizant of the myriad formal and informal development opportunities available to him/her to enhance intercultural skills.

Chapter 3: Methodology

Globalization is a worldwide trend involving the integration of markets, business, and people. While the debate surrounding globalization's homogenizing effects continues, scholars and practitioners acknowledge that the phenomenon appears to be irrevocably transformational. As for the impact of globalization on business, companies have shifted operational goals and structures to a focus beyond home country borders. Therefore, global leaders—those most responsible for delivering on company goals— now face more ambiguous and complex work that includes leading diverse teams across borders. This task requires highly nuanced influence and communication skills.

In response to globalization, companies are approaching leadership and leader development more urgently than ever before. Companies that have enjoyed success in developing a cadre of successful global leaders realize it is a challenge that requires an ongoing focus on the changes in global market presence and the ensuing talent wars. Insightful companies have already begun to leverage intercultural skill building to develop global leaders as a means of accelerating business success.

This study sought to reveal key practices for intercultural skill building among global business leaders. Using their roles as context, global leaders first diagnose principal challenges to developing intercultural skills. In response to these challenges, effective global business leaders can share particular strategies for intercultural communication that help them navigate in the course of their work. Reflection upon these intercultural skills to ascertain their effectiveness on the job is of particular importance in the next phase of this study. Lastly, global business leaders with finely tuned intercultural skills are ideally suited to advise and coach emerging leaders.

Nature of Study

This study attempted to illuminate the strategies and practices employed by global business leaders to develop intercultural competence. There are two major assumptions at work here: the development of intercultural competence is a unique phenomenon that is worthy of further exploration, and the process of becoming an interculturally skilled global business leader is evolutionary in nature. As a result, interviews with interculturally skilled global business leaders provided a qualitative body of data revealing strategies and practices that have proved successful in the real world.

The nature of this study focused on exploring the following questions:

- What challenges do global leaders face in developing intercultural skills?

- What common strategies and practices do global leaders engage in to develop intercultural skills?

- How do global leaders measure their success in developing their intercultural skills?

- What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?

Contextually, it may be helpful to identify the philosophical constructs underpinning this study. Of the four predominant knowledge claim philosophies, this study was rooted in the *social constructivism* domain. Creswell (2003) noted that the assumptions behind the proponents of social constructivism "hold that individuals seek understanding of the world in which they live and work" (p. 8). Creswell posited that these understandings are subjective because they are based in individual experiences, yet they provide rich insight into complexity rather than a winnowing of experience into a

few themes. Strategically, any researcher must closely attend in order to capture participants' views of their experience. On a tactical level, this means facilitating and encouraging an open dialogue to garner the depth and breadth of relevant experiences.

This study also took into consideration additional elements of constructivist research. Importantly, Creswell (2003) noted researchers need to isolate the interaction processes among individuals. An additional overlay to process focuses on the contexts in which research participants are operating. Secondly, researcher bias is important to recognize when conducting any study. Notably, Creswell exhorted researchers to be aware of how their backgrounds can influence interpretation and "how [this] flows from their own personal, cultural and historical perspectives" (pp. 8-9). Therefore, researchers gain meaning primarily from limiting the importance of their own experience so they can best study others' life experiences.

Based on the philosophical grounding in *social constructivism* and its knowledge claims, it is now important to consider appropriate approaches to research. This study employed a qualitative methodological approach. According to Creswell (2003), a qualitative inquiry bases knowledge claims on constructivist perspectives, as described previously. Within this approach, Creswell highlighted numerous strategies of inquiry that may be employed to gather and assess data.

Among research approaches, academia now recognizes qualitative inquiry as a legitimate strategy for studies. Such legitimacy is attributed to numerous characteristics inherent in the qualitative approach, collectively supporting its viability. Rossman and Rallis (1998) highlighted the strength of qualitative research conducted in a natural setting, which provides the researcher and participant not only a level of comfort but

also the necessary context in which dialogue and experience can jointly build meaning.

Next, Rossman and Rallis noted another advantage of qualitative research; it focuses

on multiple methods of data collection that are human-centric. For example, the

researcher seeks to gather data as benignly as possible, with the goal of bonding

purposefully yet authentically with study participants. Further, according to Rossman

and Rallis, qualitative research is expansive rather than prescribed. The impetus for

expansion originates from the richly tiered dialogue between researcher and participant.

Consequently, the comfort with the topic and the natural cadence of conversation

potentially leads the interlocutors to topical discoveries. Lastly, Rossman and Rallis

offered two additional benefits to qualitative research; it is both interpretive and holistic.

Qualitative research develops content that the researcher employs to describe and

make interpretations of the data gathered for the study. In addition, the holistic benefit

of qualitative research is that it focuses on macro themes rather than micro data.

Through the contextual lenses of *social constructivism* and a qualitative approach

guiding this study, it is important to focus on the methodology best suited to addressing

global business leaders acquiring intercultural skills. According to Creswell (2003),

phenomenological research "identifies the 'essence' of human experiences concerning

a phenomenon, as described by participants in study, therefore defining this

methodology as both philosophy and approach" (p. 15). Appropriate sampling allowed

this researcher to arrive at major themes emanating from participants' lived experiences

in global business leadership. Moustakas (1994) noted that the vehicle for arriving at

meaning is prolonged engagement, which, in this case, involved structured interviews.

There are subcategories in phenomenological methodology, one of which merits further exploration for the purposes of this study: transcendental phenomenology. Predating Creswell (2003), Moustakas (1994) noted that the transcendental feature of phenomenology involves setting aside prejudgments and systemizing data analysis. Setting aside researcher prejudgments refers to formal bracketing in a study. The balance of Moustakas's approach refers to data gathering and analysis, where the researcher "identifies significant statements in the database from participants and clusters them into meaningful units and themes" (Moerer-Urdahl & Creswell, 2004, p. 6). Moerer-Urdahl and Creswell (2004) noted that the data analysis ultimately ends with the themes in any study leading to rich description. For this particular study, this researcher intended to assimilate individual descriptive experiences into a meta-essence of global business leaders' experiences in developing intercultural skills.

Moustakas' (1994) transcendental phenomenology offers numerous advantages to this study. First, Moerer-Urdahl and Creswell (2004) acknowledged that objective experience is a possible result from compiling and sorting into themes. An attempt to achieve this objectivity happened through the compilation of global business leaders' subjective experiences with intercultural skills. Primarily, there was some anticipation that global business leaders were going to share experiences through stories and lessons learned from those stories after having reflected upon them. Moerer-Urdahl and Creswell further claimed that stories are fundamental lenses through which to convey deeply personal experiences, since they come from the study participants themselves.

The felicitous benefits of storytelling merit further discussion. First, global

business leaders did rely on stories to articulate their journey toward becoming skilled in

the intercultural domain. However, they may not have been fully aware of the benefits

stories provide either to themselves or the researcher. Danzig and Harris (1996) stated

that when searching for solutions, "Experienced professionals apply tacit knowledge—a

practical knowledge that guides how problems are managed on an everyday basis"

(p. 195). Organizations increasingly require diverse people to collaborate effectively in

order to accomplish goals, complete tasks, and drive innovation on a global scale.

When reflected upon systematically, global business leaders can use stories to drive

intercultural learning in themselves and their diverse teams.

Danzig and Harris (1996) underscored that the goal of all stories is to link

symbolic knowledge with the practical knowledge of individuals' effective actions. Thus,

stories link the tacit with application, thereby finding immediate value and developing

the practice of intercultural skill development among global leaders. Danzig and Harris

further noted that stories also help leaders interpret the nature of their work by

connecting the personal and the professional domains. Of particular importance to the

scope of this study is how global business leaders leverage personal characteristics

outlined in the literature review and translate these to professional effectiveness in their

global roles.

Alternate Research Methodology

In the process of performing the research for this study, an additional

methodological approach was considered to determine how global leaders develop

strategies and practices in intercultural skills. One such method is grounded theory, a

construct that explores what is happening in a given situation (Richards & Morse, 2013). Inherent in grounded theory are the notions of change and process; thus, some application was noted to this particular study. However, phenomenology focuses on offering "a descriptive, reflective, interpretive and engaging mode of inquiry" (Richards & Morse, 2013, p. 67) to arrive at the essence of a global leader's experience in a given intercultural milieu and how that leader knows he/she is being effective. The mix of the global leader, the context, and the skill all conspire to create *the being in the moment* experience that phenomenology best captures and was of most interest to this investigator.

Participant Selection

Participant selection for any study must be purposeful, or purposive, in the case of a qualitative research study. The opposite of purposive sampling is random sampling. According to Creswell (2003), in purposive sampling the setting, actors, events, and process are expressly considered to ensure that the data gathered and analyzed are of highest quality. The purity of the data allowed the best chance to make determinations therefrom.

The population selected for this study was a Fortune 500 company with significant revenue sources and a footprint outside the United States and with a specific focus on its entire global functional leadership. Human resources leaders were excluded from the population. The ultimate sampling frame numbered approximately 25–35 participants. The following served as the selection criteria of the sampling frame:

- Director-level (or equivalent) and above in the organizational chart;

- Representative of diverse leadership (different functions, genders, ethnicity, generations);

- From three to a dozen team members working inside and outside of the United States;

- Occupying a global role for at least two years;

- Having had a successful expatriate assignment or having had significant global travel;

- Above the age of 30; and

- Possessing a bachelor's degree at a minimum.

The sampling frame included global business leaders known to this investigator's professional network. Although the participant selection was primarily purposive, the snowball technique was leveraged, which is claimed to be the most widely used method of sampling in qualitative research (Noy, 2008). Through a combination of purposive sampling and the snowball technique, a list of approximately 25-35 potential candidates was drafted to interview.

With the list of potential interview candidates in hand, the principal investigator engaged in maximum variation of the sampling frame. In this case, maximum variation meant that specific characteristics of individuals were ensured (i.e., both females and males, per the selection criteria) were represented in the sample, with the sample being reflective of a proportion of individuals with certain characteristics of the population (Creswell, 2003). For maximum variation, both organizational information and anecdotal data were referenced to validate the 25-35 potential candidates that made up the ultimate population. As a result, numerous internal leaders were eliminated from

consideration for interviewing as a result of the principal investigator's maximum

variation work. Ultimately, a final list of 20 global leaders was created, knowing that

some leaders may have been unavailable to participate in the interviews.

Criteria for Inclusion

Ultimately, the population interviewed numbered 15 global leaders to ensure the

study was representative, reliable, and valid—meaning global leaders were selected

according to the selection criteria. The size of the sample yielded a group of global

business leaders from different business functions, representing the demographics

listed previously in the population of interest. Finally, from the sample, the analysis unit

was one global business leader representing any major corporate function inside the

company: R & D, sales, marketing, information technology, engineering, operations, and

finance.

Criteria for Exclusion

There were some who were excluded from participating in this study. Human

resources leaders were excluded from the study population. Also excluded from the

study was any analysis unit that did not meet the seven selection criteria listed in the

aforementioned section on participant selection.

Sources of Data

For this study, the sources of data came from a Fortune 500 company. The goal

of this study was to secure the time, attention, and data of 15 global leaders who

described their journey to develop effective intercultural skills. The format to arrive at

this data set was semi-structured interviews between the principal investigator and the

participants. It was assumed that global leaders would be at a career stage where they

would be willing to share their experiences, detailing strategies and practices in intercultural skill development. Hence, these interviews provided the impetus for more learning through the natural cadence of dialogue.

Qualitative research that espouses a phenomenological approach allows for numerous viable avenues for proper participant selection. Purposive sampling is one such approach and was determined to be the technique best suited to this study. According to Horsburgh (2003), "initial sampling decisions should be purposive, in that selection of participants is made on the basis of their ability to provide relevant data on the area under investigation" (p. 311). In essence, purposive sampling starts with several criteria among participants signaling who would be the most ideal data sources. Horsburgh proposed that the analysis of the initial data may inform the researcher's successive direction of sampling. Thus, as the iterative purposive sampling process unfolds, the researcher may need to demonstrate openness to slight course corrections.

Site Permission

An important part of a principal investigator's role is to gain access to a research site (Creswell, 2003). For this study, the principal investigator approached the Fortune 500 company's human resources leadership, who referred him to the company's legal counsel and ultimately also to the public affairs leader for their viewpoints. Finally, three internal functions—human resources, legal, and public affairs—provided written approval (via email) to engage in this study.

Protection of Human Subjects

Researchers rely on human subjects to conduct research but can only do so within strict confines to protect said subjects (Title 45, Part 46 of the U.S. Code of

Federal Regulations). Based in history and now required by legal mandates, human subjects consideration serves as a frame for the value and purpose of research studies. Therefore, certain procedures are required of all researchers to protect human subjects.

This study's human subjects were global business leaders who were invited to participate in an interview at a professional venue of their choosing. The research methodology employed in this study required formal approval by the Pepperdine University Institutional Review Board (IRB). The global business leaders who participated in this study are protected by the IRB, which acts in the official administrative capacity described in the federal regulation.

Upon review of Title 45, Part 46 of the U.S. Code of Federal Regulations, this study met the requirements for exemption since:

- Research involved the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless:
  o Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
  o Any disclosure of the human subjects' responses beyond the researcher could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

The 15 global business leaders confirmed to participate in this study were provided a modified informed consent form in advance of the interview; they received the form by email. Sending the form this way allowed participants to read and absorb the scope of the benefits and risks of participating in this research. The consent form

mentioned the key component of voluntary participation with the option to not answer

select questions or withdraw if discomfort was exhibited at any point. Full anonymity

was also offered with the explicit notice of this guarantee in the document, including the

means by which any reference to any identifiable information (including company name,

products, brands, strategies, projects, team member names, and leaders' name and

title) would be omitted prior to formal publishing. For example, pseudonyms for both the

company and the study participants were employed to ensure participants felt

comfortable to speak freely and were relieved of any anxiety that might accrue from

personal identification. The researcher was ethically bound to destroy all material for

any participant not consenting to be interviewed.

The risks and benefits were articulated to the participants in this research study.

This study was framed so that participation would increase the topical research in this

key area for the benefit of other researchers and global business leaders facing the

same challenges as described in the research questions. Global business leaders were

asked for their consent to record the interview and to have the content from the

conversations used for this study. An additional risk was embodied in disclosure of the

nature of the specific traits and skills they demonstrated as global leaders and key

experiences that helped in their development of intercultural competence. Further, prior

to the interview, a thorough review obviated any compromising conflict-of-interest

situations in which research participants might unduly influence the researcher or the

research.

Interviewees in this study received no remuneration for their participation; each

participant received a thank you note. Also, when participants expressed interest in the

final results of the study, the researcher made provision to share the results of the study in written form. This additional gesture demonstrated goodwill and gratitude for the participants' time and contribution.

Data Collection Methods

The principal investigator made initial contact with study participants by email; follow-up was performed via telephone call. The initial email included the informed consent form for participants to review and sign. The informed consent form included the following content:

- Introductory contextual information about this study;

- The purpose of the study;

- The study procedures;

- Potential risks and discomforts of the study;

- Potential benefits to participants and/or society;

- Payment/compensation for participation in the study;

- Potential conflicts of interest of the investigator;

- Anonymity assurances;

- Participation and withdrawal;

- Alternatives to full participation;

- Investigator's contact information;

- Rights of research participant and IRB contact information; and

- Designated spaces for signatures of research participant and principal investigator.

Upon receiving either verbal or written acceptance of the invitation to participate, the principal investigator requested full participant contact information. With this contact information in hand, the principal investigator scheduled in-person interviews lasting no more than 60 minutes each for the months of February and March 2016. The preferred physical location for the interviews was participants' office space. Digital interviews were performed via teleconference in the event that significant geographical distance separated the principal investigator and the participant.

For each interview, the principal arrived 15 minutes ahead of time to account for any executive assistant check-in protocols and to allow for any wait time. The principal investigator dressed in professional business attire and came to each interview equipped with the following items:

- A digital recorder and an iPhone recorder as a backup;
- The informed consent form to verify review and signature prior to beginning the interview protocol;
- A backup notebook and writing instrument; and
- A professional calling card to present to participants

Interview Protocol

Certain key elements to any interview protocol ensure successful execution to maximize the time investment of both researcher and interviewee. For these interviews, initial pleasantries were exchanged with each participant with the goal of making the global business leader feel comfortable with the researcher and interview process. Next, the researcher reviewed the specific interview protocol details with the interviewee. Grounding the interviewee in the protocol served a number of purposes.

First, it provided a contextual review of the interview topic, themes, and process, and eased the business leader into a reflective mode. This researcher also explained that the interview protocol was formulated by him and reviewed by a preliminary review committee as well as the university's governing dissertation committee.

Interview Techniques

With formalities and official paperwork out of the way, this researcher provided a quick, high-level overview of the purpose and mechanics of a semi-structured interview. At this point, the researcher queried the participant to obtain verbal consent to be audio recorded. Throughout the interview, the researcher demonstrated nuanced communication techniques to ensure that the interviewee reflected and recounted his/her experiences in developing intercultural skills. For example, open-ended questions were asked and adequate response time allowed, so interviewees could comprehensively respond without any hint of leading. Phrases such as "tell me more" or "would you please elaborate on that" were employed to draw out participants' descriptive narratives of their experiences. As is the case in semi-structured interviews, appropriate follow-up questions were phrased to expand upon novel experiences recounted by the participants. Concluding at the one-hour mark, the interview ended with this researcher expressing appreciation for the leader's time and attention, and any requests by the participants for an opportunity to follow up were discussed and scheduled.

Instrument

Embedded in the protocol instrument were the research question-based interview questions, which numbered 10 in total. Both the research questions and the

corresponding interview questions were crafted by this researcher and passed a comprehensive review by his dissertation committee. The process for arriving at the research questions and corresponding interview questions are described subsequently.

Validity of Instrument

Creswell (2003) found that validity is an important part of the research process to establish the credibility of the findings. At this stage of the research process, the validity of the interview protocol was addressed. In this case, with the express guidance of the dissertation committee, validity was established in three ways; each step (described subsequently) unfolded successively.

Step 1: Prima facie validity. Originating from an ancient Greek concept, the Latin term prima facie is applied here in its literal meaning "on/at first appearance" (Herlitz, 1994, p. 392). While usage of the term is rooted in philosophical and legal contexts, prima facie has also been applied to academia. In modern times, for example, prima facie is now defined as "upon an initial observation" (p. 393); in this context, prima facie applies to the process construct of the aforementioned interview protocol and detailed questions.

Leveraging the principle of prima facie validity and based on the review of the literature, the principal investigator referenced the four research questions and began to design the corresponding interview questions. Butin (2010) noted the criticality of a well-constructed interview protocol to reduce interviewer bias and ensure that there is ample thick data at the analysis stage. One recommended technique is to ensure that open-ended questions are the preferred sentence construct (Butin, 2010). Leveraging the pre-approved research questions, this researcher drafted the interview questions

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and utilized a method to ensure accurate mapping between the two sets of questions.

These questions were then reviewed again to ensure they were as neutral as possible,

free of evocative or judgmental wording (Turner, 2010). Ultimately, the principal

investigator formulated 10 interview protocol questions that linked directly to the four

research questions (as presented in Table 1).

Table 1

Research and Interview Questions

Research Questions	Corresponding Interview Questions
1. What challenges do global leaders face in developing intercultural skills?	1. What aspects of effective global leadership keep you up at night? 2. Based on your experience, what is difficult about becoming an effective global leader?
2. What common strategies and practices do global leaders engage in to develop intercultural skills?	3. What does effective global leadership mean to you? 4. How would you describe your global leadership style? 5. Share with me an example of when you demonstrated outstanding global leadership? 6. Does your leadership style change based on different situations and followership? How so? 7. What global leadership responsibilities provide the best opportunity to develop intercultural skills?
3. How do global leaders measure their success in developing their intercultural skills?	8. How do you measure global leadership success?
4. What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?	9. What experience was the most helpful to develop your global leadership? 10. What advice do you have for future global leaders?

Step 2: Peer review. Creswell (2003) articulated eight strategies to ensure

validity of the research and its findings. Three of these strategies have figured

prominently in this study already: clarifying bias; using rich, thick description; and

prolonged time in the field. A fourth strategy to ensure validity of any study—and this

one in particular—is to leverage a peer debrief team who, by reviewing interview

questions and collected data, can provide targeted feedback to the principal

investigator.

Two researchers reviewed these research questions and their corresponding

interview questions. The researchers were both doctoral students with business

experience concurrently enrolled in the Doctorate of Education in Organizational

Leadership program at Pepperdine University. The researchers are knowledgeable in

the similar research methodology within their own doctoral dissertations and have

completed quantitative and qualitative research methods and data analysis courses.

The panel was given a package composed of a summary statement of this research

paper, a copy of the research question and corresponding interview questions table

presented previously, and directives to follow to measure if the interview questions were

appropriately aligned with the research questions. The directives provided to the panel

were as follows:

1. Please review the summary statement attached to acquaint yourself with the

    purpose and goals of this study.

2. Next, assess the corresponding interview questions.

3. If you conclude that the interview question is applicable to the corresponding,

    mark "The question is applicable to the research question - Keep as stated."

4. If you conclude that the interview question is not applicable to the

    corresponding interview question mark, "This question is not applicable to the

    research question - delete it."

5. Finally, if you conclude that to be applicable to the research question, the interview question must be amended, mark "The question should be amended as suggested." and in the available space provided recommend your amendment.

6. An additional space was also provided to recommend additional interview questions for each research question.

Suggestions for revisions primarily focused on the specificity of the proposed interview questions (See Table 2 for the sample). These edits were suggested by the preliminary review panel in an effort to have the interviewee better understand exactly what the researcher was asking. As a result, this would allow the interviewee to provide concise and relevant responses based upon the final questions.

Step 3: Expert review. A fifth strategy was used to ensure the validity of this research. Creswell (2003) stated that an external auditor (or expert reviewers) can provide additional perspective and feedback on a study. Following the aforementioned peer review, the results were sent from the panel of peer reviewers to an expert reviewer panel made up of his dissertation committee for an additional screening. After a thorough review, the expert reviewer panel provided focused feedback on the interview questions and their alignment with the research questions. Their feedback was then incorporated into a refined and finalized version of the interview protocol question set.

Table 2

Suggested Revisions to Proposed Interview Questions

Research Questions	Suggested Revisions
1. What challenges do global leaders face in developing intercultural skills?	• How would you define an effective global leader? 1
	• What is the importance of intercultural skills to you as a global leader? 2 change wording
2. What common strategies and practices do global leaders engage in to develop intercultural skills?	• Tell me about the first time you realized that intercultural skills could help you be a more effective global leader? 2
3. How do global leaders measure their success in developing their intercultural skills?	• Based on you experience, what are the most difficult aspects to developing intercultural skills in your role? 1
	• How do you get your global teams to succeed? 2
4. What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?	• How do you know when you are successfully influencing and communicating your team? 3
	• What techniques do you use to effectively influence many diverse groups during the course of a day? 2
	• Knowing what you know now, what knowledge, skills or experiences do you wish you had gained earlier in your career to be a better global leader? 2
	• What universal themes in intercultural skills around people leadership (influence and communication) do you think apply to all cultures? 2,4
	• What about being a global leader keeps you up at night? 1
	• What aspects of intercultural skills best address your global leadership challenges? 2
	• What are things that you do to be effective in a new culture or situation? 2 rewording
	• Preface … effective global leadership involves leading a dispersed team. What intercultural skills help you best create a high performing team when they are different linguistically, culturally and separated by time and space? 2 reword
	• What was the most defining intercultural development experience you've had that made you an effective global leader? 2
	• What advice would you have around intercultural skills for a new global leader to succeed that you can share? 4

Statement of Personal Bias

A principal investigator processes his research through the lens of his/her own experience. However, each principal investigator must identify any particular biases that can either detract from or enhance the data as it is elicited and assessed. This process is referred to as *bracketing*. Specifically, bracketing refers to "an investigator's identification of vested interests, personal experience, cultural factors, assumptions, and hunches that could influence how he views the study's data" (Fischer, 2009, p. 583). Fischer (2009) asserted that the aim of bracketing is not to eliminate one's perspectives, which cannot be done, but rather to examine them and then pivot as needed. Bracketing is an ongoing process. The engagement that bracketing affords occurs throughout the data gathering and review process, beginning with disclosure.

In this case, the principal investigator acknowledged that he:

- Has bicultural status, having been born of foreign parents;

- Had a bilingual childhood household;

- Has 20 years of experience developing global leaders for predominantly Fortune 500 companies;

- Is fluent or proficient in four European languages; and

- Had two successful expatriate experiences—one in Europe and one in Africa.

Clearly, this principal investigator's background, knowledge, skills, and experiences required bracketing. Moustakas (1994) suggested that during an interview process, researchers refrain from taking predisposed positions and from making advance determinations. In essence, the principal investigator's background and experiences

allowed for richer dialogue, inquiry, and data collection that would only serve to enhance the research data findings.

Data Analysis

Once the data have been gathered, qualitative research studies typically follow a common roadmap for analysis. Creswell (2003) provided a roadmap that begins with organizing and preparing the data for a thorough analysis. This preparation may entail transcription of notes, data sorting, and preliminarily rearranging of the data. For the second step, Creswell recommended a thorough reading of the data. From this initial read an overarching tenor to the data may appear. Creswell then continued to the third step: coding. Coding starts by organizing the data into major content areas, gathering thoughts and assumptions throughout the process. A thorough coding starts with selecting one data point—an interview, in this case—and getting to its essential element. Once the data have been coded, Creswell noted (phase four) that generating a description of the setting is first followed by the development of themes and categories for deeper analysis. In step five, Creswell recommended using narrative to convey the themes and descriptions in step four. He noted that the purpose of the last step is to provide interpretations of the data collected and reviewed. This may or may not be swayed by personal interpretation, but should instead take the form of key points as a result of the study effort.

Creswell (2003) wrote, "The process of data analysis involves making sense out of text and image data" (p. 190). This clear mandate guides the researcher in this phase of the data collection and review. Rossman and Rallis (1998) stated that numerous reviews of the data provide ongoing reflection. This is particularly true in

phenomenology. Moustakas (1994) purported that in phenomenological research the use of statement analysis, creating meaning units, and generating essences descriptions are necessary. This process is known as coding, "the process of organizing the [interview] material into 'chunks' before bringing meaning to those 'chunks'" (Rossman & Rallis, 1998, p. 171). Importantly, this researcher intended to code the data himself in order to fully contextualize the depth and breadth of the content.

Inter-Rater Reliability and Validity

Step 1: Self-coding of data. Coding, which involves several steps, proved to be of great value in this study. Leveraging his early professional years as an instructional designer, the principal investigator employed color schemes and mind maps with notecards. These tools culminated in the production of a table in which the data were analyzed using main headings. Next, each main heading was built around keywords that were used to arrive at the particular conceptual construct. Thomas (2006) noted "the evaluator then identifies text segments that contain meaningful units and creates a label for a new category to which the text segment is assigned" (p. 241). When these preliminary tasks in the coding process are completed, the next step is to seek a review by qualified individuals.

Step 2: Peer review of coded data. Once the preliminary coded content was completed, a panel of two doctoral student peer reviewers assessed the initial coding efforts. The role of the peer reviewers was to refine the coding and suggest modifications to strengthen the initial coded content. At the conclusion of this step, the team arrived at a consensus that yielded an improved product.

Step 3: Expert review of coded data. Following individual and peer review of the coded data, an expert reviewer panel was called upon to provide feedback on the interview protocol questions. As mentioned previously, the same dissertation committee offered coaching and feedback at this point of the coded data review. From the coded data, the principal investigator compiled themes distilled from keywords, which will be presented in Chapter 4.

Summary

Global leaders operating in today's corporate roles face many challenges. Given the complexity involved in their roles, global leaders require assistance to be more effective in meeting these challenges. The goal of this study is to identify the strategies and practices germane to developing intercultural skills in global leaders. From a broad perspective, the research elucidated the business case for global leaders to focus on intercultural skills. Through dialogue with global leaders, this researcher sought stories that describe key experiences that contribute to becoming effective in intercultural skills. Ultimately, with the qualitative research data lending credence, this study makes a meaningful contribution to the field of global leadership and intercultural skill development.

Chapter 4: Presentation of Findings

As a result of external globalization factors and resultant internal performance pressures, global business leaders are facing increasingly daunting challenges that are pulling at today's definition of effective leadership. Given the complexity global leaders face, the principal hypothesis of this study is that developing intercultural skills serves as the best strategy for global business leaders to successfully navigate the collaboration, diversity, and performance demands inherent in their roles. Pusch (2009) affirmed this hypothesis, asserting that for global companies to foster effective leadership, development efforts must be taken to produce leaders with intercultural skills. To gauge this, the global business leaders taking part in this study provided key perspectives on how they have leveraged intercultural skills to achieve their business goals for both professional and personal enrichment. Although the bulk of the findings focus on strategies and practices global leaders employ to develop intercultural skills, the study begins by grounding the results in the challenges global business leaders face. After presenting the strategies and practices, there is a presentation of the findings that focus on measurement success of leaders in global business roles. In summary, and in acknowledgment of a key global generational shift currently occurring, the researcher shares the findings of current global business leaders' coaching and advice to the next generation of global leaders to help them be effective.

Participants

The participants in this study were global company business leaders employed at a Fortune 500 company in Los Angeles, California. Fully representing the diversity requirements in the selection criteria, the interviewees numbered 15. There were 11

men and four women occupying different management levels, having different lengths of service, representing different geographies and national origins, having different education levels, and encompassing all business functions except human resources. The rich diversity of the research participants allowed for ample data collection, thick description, and in-depth analysis addressed subsequently in this study.

Data Collection

The data for this study were collected from the participants during the months of February and March 2016. Table 3 presents the days on which each participant interview was conducted. The collection took the form of semi-structured interviews lasting up to one hour in length through both face-to-face or video teleconferencing technology meetings. With the initial invitation, each participant received a copy of the modified Informed Consent and, before the interview, each provided verbal affirmation prior to data collection. As for the interview protocol, the researcher asked the same question set of each participant, allowing for some free form dialogue and expansion when participants became inspired by their reflection when answering particular questions. Each of the participants noted the value of this study and demonstrated eagerness to participate in the opportunity to share their global business leader experience.

Table 3

Dates of the Participant Interviews

Participant	Interview Date
P1	February 24, 2016
P2	February 26, 2016
P3	February 29, 2016
P4	March 3, 2016
P5	March 4, 2016
P6	March 8, 2016
P7	March 9, 2016
P8	March 11, 2016
P9	March 11, 2016
P10	March 9, 2016
P11	March 9, 2016
P12	March 10, 2016
P13	March 10, 2016
P14	March 9, 2016
P15	March 10, 2016

The following 10 interview questions that linked to the four research questions were asked:

1. What aspects of effective global leadership keep you up at night?

2. Based on your experience, what is difficult about becoming an effective global leader?

3. What does effective global leadership mean to you?

4. How would you describe your global leadership style?

5. Share with me an example of when you demonstrated outstanding global leadership?

6. Does your leadership style change based on different situations and followership? How so?

7. What global leadership responsibilities provide the best opportunity to develop intercultural skills?

8. How do you measure global leadership success?

9. What experience was the most helpful to develop your global leadership?

10. What advice do you have for future global leaders?

At the conclusion of the interview questions, the participants were asked for any final thoughts or statements. This invitation either led participants to summarize their thoughts or to expound on a previous question. Any additional data were added to the appropriate interview question.

With the data collection achieved as a result of the interviews, the content was transcribed into a Microsoft Word document for each participant, removing all personally identifiable information, which rendered the data anonymous. This action fulfilled the agreement that was made with the participants. By way of follow up, the participants were sent a Microsoft Word document for a content review and opportunity for him/her to make edits, approve, and return the data. Ultimately, the participants either communicated that the transcript reflected their opinions or suggested slight modifications in the returned transcript.

Data Analysis

There are many characteristics of qualitative research. It is interpretive in nature, with the researcher in the role of interpreter of the data (Creswell, 2003). As the collected data passes through the lens of the interpreter, it is filtered through his/her own particular world and life view. While the aforementioned biases have been accounted for, each researcher has a unique perspective.

In totality, the principal investigator amassed 150 pages of collected data from the participant interviews. For each participant interview, the responses were re-read —

approximately 15 pages per participant—two times. The read-throughs allowed for a

view of the general tenor and tonality of the data (Creswell, 2003). Undoubtedly, some

initial themes began to appear, yet required crystallization, the goal of the next phase of

data analysis—coding.

According to Saldana (2016), descriptive coding "assigns labels to data to

summarize in a word or short phrase—most often as a noun—the basic topic of a

qualitative data" (p. 292). For each participant response to the particular interview

question, certain essential concepts emerged naturally. These numbered anywhere

from a few to several concepts per interview question per participant.

Data Representation and Further Analysis

With all thematic concepts identified for the totality of the interview questions, a

sizeable spreadsheet was created to visually display the data concepts. The document

contained the four research questions, the subset of 10 interview questions, and the

concepts identified for each interview question. The document was then printed out in

color and large poster-size to allow for a global view of the data.

Referencing the poster, all the concepts were surveyed for each interview

question. With the help of several colored markers, each initial concept was assigned a

color. Subsequent concepts that appeared related were color coded consistently. At

times a few concepts were coded similarly, yet more often than not differing concepts

required different color-coding. Themes began to emerge naturally from the similarly

color-coded concepts. Other times, the researcher coded similar concepts without a

label appearing until all concepts had been color-coded. At this stage of data analysis,

Creswell (2003) noted that the researcher employs complex reasoning, borrowing from

inductive and deductive approaches. In this instance, this reasoning occurred naturally, with inductive approaches being the more typical technique in the course of data analysis. Toward the end of the data analysis process, when the data could be viewed with several colors coding different concepts, the work of assigning themes became easier and more comprehensive.

Validating the Data: Inter-Rater Reliability

According to Creswell (2003), validity is an important component of qualitative research and lends credibility to any study. To validate the research findings in this study, an approach called inter-rater reliability was used. Once the data were analyzed thoroughly, the preliminary findings were presented to two colleagues at Pepperdine University also in the dissertation phase of their doctoral study in Organizational Leadership. Creswell underscored the importance of peer review stating that selecting a person or two to ask questions about the study and its data helps to gain additional insight and feedback from an audience that is not as close to the findings. Essentially, an objective review provides important perspective in the data validity process, adding heft to this—and any—qualitative study. In this case, the two doctoral colleagues were asked to review the research questions, the interview questions, key concepts under each interview question, and the thematic codes for each interview question. This request involved not an insignificant amount of time on the part of the peer reviewers yet was a critical step to validate the data analysis.

The two colleagues took approximately 1 week's time to thoroughly review the totality of the research questions, interview questions, and the coded themes and key concepts supporting each theme. From the feedback, some thematic constructs were

refined by the placement of certain concepts among different themes. Their editing

suggestions provided helpful feedback that strengthened this study's approach to data

analysis and presentation of the findings.

Research Question One

Global business leaders can spend their careers developing their intercultural

skills as a means to professional succeed in their roles. Before articulating how they

have developed these strategies, global leaders provided critical context in the form of

challenges they face with this endeavor. Research question one asked: What

challenges do global leaders face in developing intercultural skills? Subsumed under

this research question are two interview questions. The first one asked what aspects of

global leadership keep the business leaders up at night and the second asked what is

difficult about becoming an effective global leader.

Interview question 1. For interview question one, participants provided

manifold challenges that keep them up at night. These challenges also may be their

focus as leaders of resultant strategies discussed later. As a result of the analysis, the

data revealed the following themes for the first question reflecting what aspects of

effective global leadership keep business leaders up at night: (a) intercultural

communication and connectivity, (b) global leadership effectiveness, (c) managing

expectations/conflict, (c) intercultural navigation, and (e) team strength (See Figure 1).

Interview Question 1 - Coding Results
(*n* = 15 - single responses per interviewee)

Figure showing a bar chart. Y-axis labeled "Count" ranging from 0 to 14. X-axis labeled "Themes". Bars:
- Intercultural Communication and Connectivity: 12
- Global Leadership Effectiveness: 10
- Managing Expectations and Conflict: 8
- Intercultural Navigation: 8
- Team Strength: 6
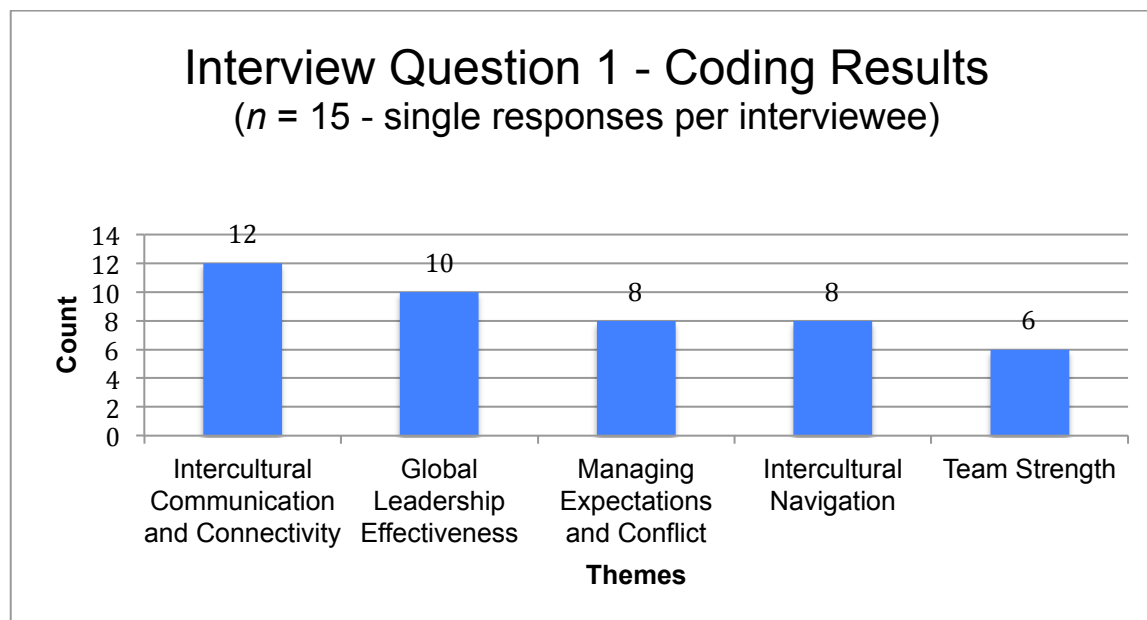
Figure 1. Interview question 1: Coding results.

Theme one. According to Pusch (2009), intercultural communication involves dexterity and fluency in the course of diverse contexts—a key skill for global business leaders. As such, striving to be skilled in intercultural communication is the first theme from the participant data. In the data, P5, P11, and P12 cited intercultural communication issues as a direct challenge inhibiting their dexterity and fluency. Further, P2 and P13 also cited a concern for managing perceptions with their diverse interlocutors. In recognition of intercultural communication challenges within the Asian context, P2 mentioned that communicating indirectly is a skill to recognize and master. In the same vein, P11 asserted that missing nuances is another intercultural communication challenge preventing understanding and true connection. Another concern is getting people to open up in team or one-on-one meetings, according to P10 and his challenge with intercultural communication. Regarding intercultural connectivity, P5 and P11 cited navigating time zones as an additional challenge to surmount. P13 summarized this theme aptly, stating that:

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It is knowing whether one is being fully understood or not. That is the biggest

issue. Perception is everything. If communication is perceived incorrectly, then

there are problems, and the perception is coming from the culture of the country

you are in.

For the aforementioned intercultural communication and connectivity theme,

there was a benefit from the colleague's inter-rater reliability review. Whereas initially

there was a separation of the intercultural communication theme from an additional

theme named *24/7 connectivity*, the colleague adroitly collapsed these two themes into

one. This conjoined theme made the data coding richer and clearer, thereby enhancing

the study's findings.

Theme two. Global leadership effectiveness emerged as the second theme in

importance that concerned participants. Katz (1974) defined leader effectiveness in

terms of three main skill areas: conceptual, technical and human. In this study, the

global leadership effectiveness theme was composed of technical and human skills. In

the technical arena, P1, P6, and P14 noted that creating relevant products is a

benchmark for them to be deemed effective. Also technically, P6 cited planting enough

seeds to ensure future growth as a concern. In the human skills domain, P1 mentioned

that sourcing global talent with sound global thinking skills was a challenge for him.

Subsequently, once the talent is on board, P2 was sensitive to "leading without

overwhelming, not forcing, and guiding correctly" within the human domain of effective

global leadership (P2, personal communication, February 26, 2016).

Theme three. Managing expectations and conflict can be described as a

universal leadership challenge, one that bedevils these participants, thereby occupying

the third theme. Within the global context, participants mentioned that these struggles are significantly amplified. P12 noted that "balancing global and local needs" at times necessitated "conflict management between headquarters and local" venues (P12, personal communication, March 10, 2016). Echoing this sentiment, P3 acknowledged frequent global and local tension. P7 expressed frustration with uninformed and impatient leadership that hindered his global leadership effectiveness. In essence, P12 thought, "The biggest challenge is how to balance the local priorities with the U.S. priorities" (P12, personal communication, March 10, 2016).

Theme four. Tied for the third place theme with managing expectations and conflict is intercultural navigation. Navigation implies that participants sought to make sense of the intercultural domain in which they are operating and take intelligent and culturally appropriate action. P8 and P11 thought understanding the culture was important, with P14 similarly focused on learning the unfamiliar. Proactively, P4 focused on navigating differing work ethics and achieving mutual openness. P10 summarized aptly, "I am the bridge between the two [cultures]" (P10, personal communication, March 9, 2016).

Theme five. Participants also shared concerns about the health and dynamism of their teams, resulting in the last theme for this interview question—team strength. P9 wondered whether she was "empowering my leaders" by "instilling enough confidence" in them to succeed, given the time zones separating her from her leaders (P9, personal communication, March 11, 2016). Similarly, P1 shared a concern about direct visibility and connection to his leaders to fully understand their needs and challenges. With his team leadership, P2 wondered if he was engendering sensitive and respectful

collaboration. As to determining team strength, P1 asked, "Do I understand them and what is going on" (P1, personal communication, February 24, 2016)?

Interview question 1 summary. A comprehensive scan of the data responses to interview question one reveals two main conclusions. The first conclusion is that participants are challenged by the difficult dynamics of working interculturally: communicating, connecting, navigating, and managing conflict require highly nuanced skills. The second conclusion is about leadership challenges agnostic to location: being effective as a global leader and developing team strength. Both conclusions provide the contextual framework for the challenges participants face with global leadership.

Interview question 2. The second interview question completed the exploration of research question one, which addressed the challenges global leaders face in developing intercultural skills. Leveraging the lens of the participants' experience, this interview question delved into the difficulties of becoming an effective global leader. While similar to interview question one, this rephrased question elicited different responses. The data gathered for the second question yielded four themes that complement the findings from interview question one. Interview question two revealed the following themes: (a) intercultural understanding, (b) getting or being overseas, (c) people leadership, and (d) intercultural communication challenges (See Figure 2).

Theme one. Intercultural understanding, the first theme, represented a challenge that inhibited participants. More broadly, P3 and P9 noted that cultures are different and that overcoming these differences were efforts required for intercultural understanding. For example, P4 and P8 noted that understanding cultural paradoxes presented difficulties to surmount. For P13, "Understanding mindsets of employees and

consumers [on a global scale was difficult for him] and that understanding the mindsets of people takes a long time" (P13, personal communication, March 10, 2016).
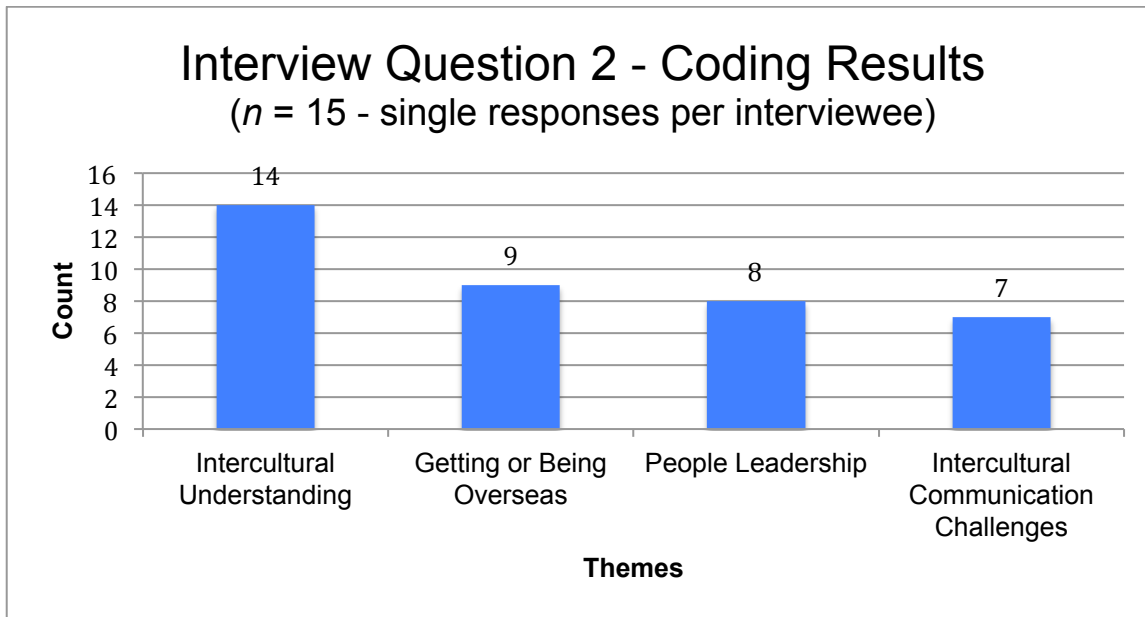
Figure 2. Interview question 2: Coding results.

Theme two. Getting or being overseas was the second theme confounding participants in their efforts to be effective in their global leadership roles. P1 offered that being globally mobile and getting people to relocate can be difficult for some global business leaders. Once overseas, P7 and P11 mentioned that living in the region and living elsewhere presented additional obstacles. P5 noted that being overseas meant a lot of travel that also came with the expectation of 24/7 availability to the team. P7 struggled with the odd hours stemming from operating in multiple time zones.

Inter-rater reliability served to strengthen the coding and presentation of this study's findings for this interview question as well. Similar to the coding for interview question one, an additional theme, *24/7 work schedule,* was created with a few concepts supporting this theme. The inter-rater colleague perceptibly noted that the

24/7 work schedule theme could be subsumed under the theme *getting or being*

overseas. This feedback added heft and clarity to the *getting or being overseas* theme.

Theme three. People leadership—a universal leadership challenge—emerged

as the third theme participants found that challenged their global leadership

effectiveness. P2 was keenly aware of the intercultural need for role-modeling

sufficiently and appropriately, balancing respect and leadership. For P15, focusing on

people meant building new relationships, and for P7 it meant working with global teams

effectively. P9 asserted, "I think that global means that you are working globally and

working with global teams" (P9, personal communication, March 11, 2016).

Theme four. Intercultural communication challenges rounded out the theme

regarding what participants found to be difficult about becoming a global leader. P11

and P12 focused on the communication difficulties of catching cultural nuances and

understanding communication challenges that, ultimately, allowed them to be perceived

as effective by interpreting messages correctly. P5 noted his need to over-

communicate in his particular Asian work environment. P11 drew from her experiences

stating, "If you don't know something culturally, you have got to understand how others

are translating what you are saying" (P11, personal communication, March 9, 2016).

Interview question 2 summary. Participant responses to the query of what is

difficult about being an effective leader spanned two conclusions. In this case, being

overseas creates challenges to intercultural understanding and communication. These

challenges complicate the second conclusion; effective people leadership is made more

difficult when overseas.

Research Question One Summary

Through the lens of two different interview questions, research question one sought to ground the study in the challenges global leaders face in developing intercultural skills. As a result of their global experiences, participants cited intercultural communication and connectivity, understanding, and navigating as areas presenting difficulties for them. Personal leadership effectiveness, managing conflict between global and local stakeholders, and a team focus were additional challenges when working to develop intercultural skills. P3 summarized, "The difficulty is finding where the cultural differences are and how to overcome them" (P3, personal communication, February 29, 2016).

Research Question Two

With the challenges that global leaders face when striving to develop intercultural skills identified and prioritized previously, the study now turns to the findings of the second research question to uncover the common strategies and practices in which global leaders engage to develop intercultural skills. The majority focus of this study sought to answer this research question through five interview questions. First, participants posited what effective global leadership means to them. This question provided foundational definitions to frame the strategies and practices for developing intercultural skills. Next, participants were asked to describe their global leadership style. Getting more specific, the third interview question asked for a targeted example of how participants demonstrated outstanding global leadership. The penultimate interview question to this research question asked participants whether their leadership style shifts based on different situations and followers and, if so, how it shifts

specifically. Finally, participants reflected upon which global leadership responsibilities provide the best opportunity to develop intercultural skills.

Interview question 3. Interview question 3 was a broad-based, open-ended query by design. It sought to determine from participants what effective global leadership means to them. The open-ended question provided a range of responses based on the participants' professional experiences. The data collected revealed five themes: (a) team focus, (b) intercultural communication skills, (c) leadership characteristics, (d) emotional intelligence, and (e) business growth (See Figure 3).
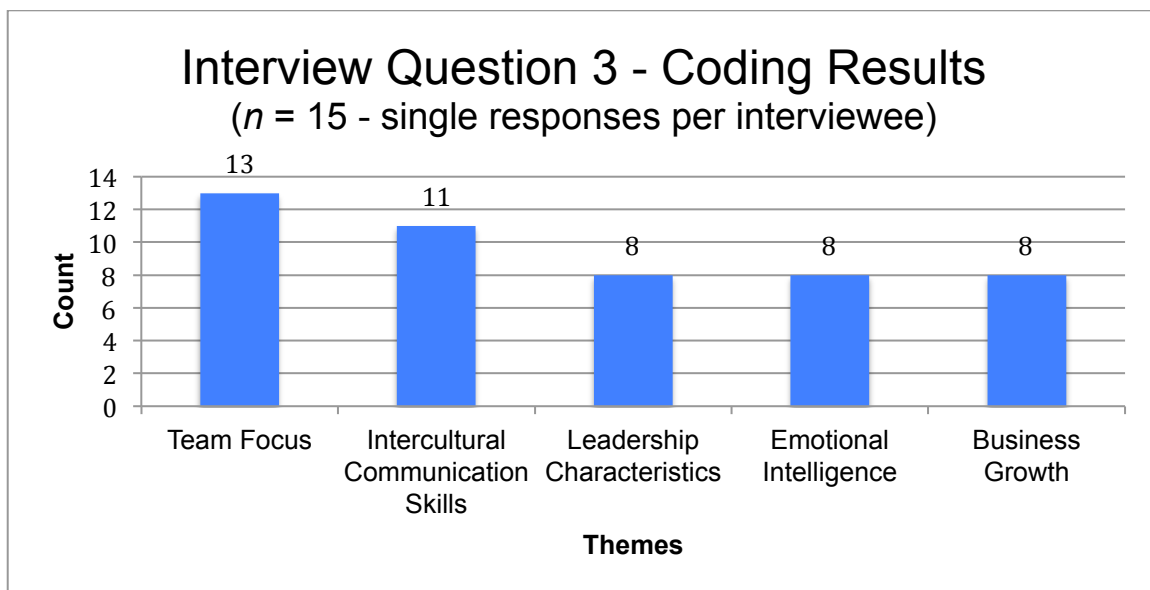
Figure 3. Interview question 3: Coding results.

Theme one. Team focus was the prevailing theme among all five themes regarding determining global leadership effectiveness for participants. P4, P5, and P15 thought it critical to inspire team decisions, whereas P7 and P12 were focused on inspiring teams. Both groups of leaders sought to deliver on what P5, P10, and P13 mentioned was critical for them: to obtain team trust. P13 succinctly mentioned the need "to incorporate a way of working that is consistent. Developing trust is paramount

to what anyone does," particularly in the team context (P13, personal communication, March 10, 2016).

Theme two. The second emergent theme was intercultural communication skills. These may include such leadership skills as influencing, negotiating, and coaching and feedback—in the intercultural context. Top-ranked in this theme for P4, P9, and P10 was the need to listen to people. P4 and P11 also included the importance of asking the right questions. These two communication skills helped P6 and P11 to develop cultural understanding. Drawing from his expatriate assignment, P4 recounted that one local group said, "You are not listening to us—please stop and listen to us. That was the advice from our local counterparts to our American staff. You are going to run into problems otherwise" (P4 personal communication, March 3, 2016).

Theme three. The third theme emanating from the data collected for this interview question was leadership characteristics. In this case, characteristics are synonymous with traits: what leaders are born with, or their essential makeup as people. Regarding the importance of leadership characteristics, P6 described "authentic curiosity, sense of adventure, and diversity" as key traits for effective leadership (P6, personal communication, March 8, 2016). P10 suggested that effective global leaders are humble and respectful. P6 asked, "What is the world in which I am working and how do I immerse myself to be effective" (P6, personal communication, March 8, 2016)? This sentiment personifies curiosity and adventure.

Theme four. Emotional intelligence (EI) made up the fourth theme for participants defining effective global leadership. EI, which some note is more important than IQ, focuses on understanding oneself and others to effectively monitor and

navigate intra- and inter-personal dynamics. P2 was particularly poignant on the topic, stating, "Be honest with yourself, understand others first, and be relational" (P2, personal communication, February 26, 2016). P8 and P12 noted that the outcome of strong EI was building relationships effectively.

Theme five. Interestingly, business growth was the fifth and last statistically significant theme that defined effective global leadership for the participants. In part, business growth can be defined as increasing revenue, growing profit, and entering new markets. At a fundamental level, P9 posited that business growth meant "finding new consumers [and] appealing to different consumers" (P9, personal communication, March 11, 2016). More broadly, P1 mentioned identifying global opportunities as a significant activity. For P6,

> The recipe for a successful global leader is a person who when you start to look at the international business model you have to have a broader mindset. When you get into an international market, the world is your oyster on how to best penetrate the markets (P6, personal communication, March 8, 2016).

A sixth theme called learning commitment and agility was identified by the participants as an aspect of effective global leadership. Again, inter-rater reliability proved helpful in this case. After analysis, the inter-rater colleague intelligently assigned several concepts under this theme to other thematic areas and in so doing eliminated what was a statistically insignificant theme.

Interview question 3 summary. The majority of participants agreed that strong people orientation in the form of team focus, intercultural skills, and emotional intelligence were the most important aspects of effective global leadership. The use of

their own trait-based leadership characteristics was also cited as reasons for their success. As for an outcome-based response, some leaders also pointed to business growth as a factor that defined successful global leadership.

Interview question 4. This study focused on the strategies and practices in which global leaders engage to develop intercultural skills. Hence, the majority of the interview questions focused on this topic. The fourth interview question asked participants to describe their global leadership style. Style in this case referred to the tangible demonstration of their leadership in the global context. The data revealed four major themes: (a) person and team oriented, (b) leadership style, (c) culturally sensitive, and (d) performance management (See Figure 4).
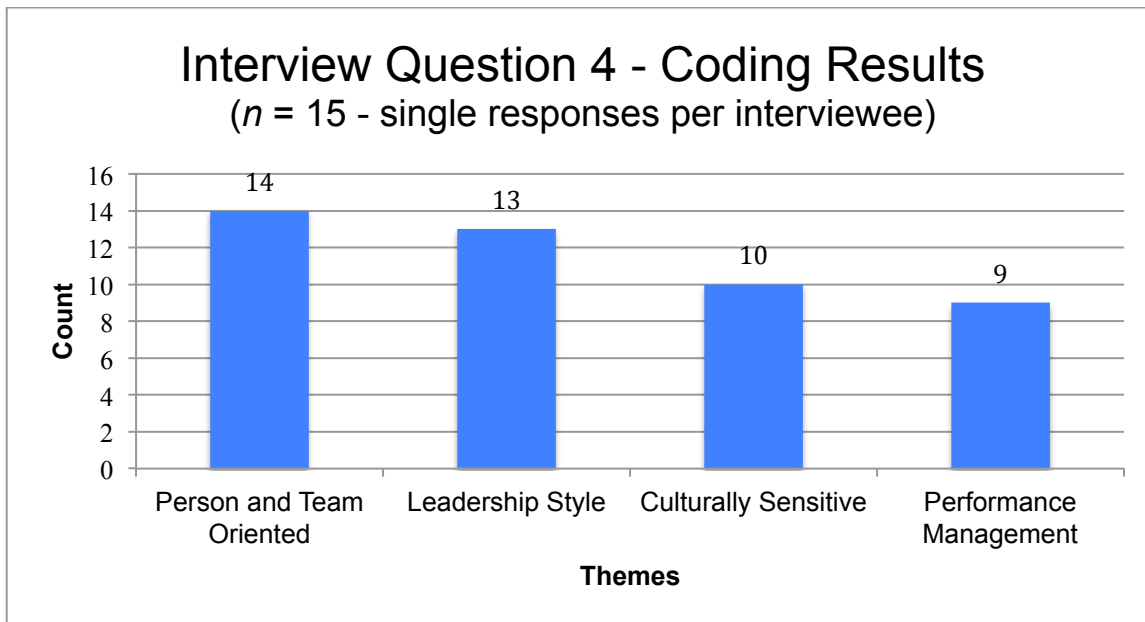

Figure 4. Interview question 4: Coding results.

Theme one. The participants in this study cited the theme of person and team orientation as a hallmark of their global leadership style. Demonstrating this orientation, P5, P9, and P11 exhibited constant human connectivity to people and teams. P3 and P15 echoed the importance of this theme by focusing on team-oriented leadership.

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Other leaders underscored their commitment to person and team orientation by being inclusive, participatory, and collaborative. Interestingly, P5 and P9 leveraged technology as a tool to stay connected to virtual, global teams by ensuring their online video and chat tool features remained on throughout the day. P9 encapsulated this theme well when she stated, "I strive for open communication and constant connectivity both formal and informal" (P9, personal communication, March 11, 2016).

Theme two. Leadership style was the second major theme to the data gathered from interview question 4. In this instance, P3 and P6 strove for an open style, whereas P9 and P14 favored an informal approach. P5 tried to be friendly, whereas P3 posited that openness would lead to trust and transparency in his style.

Theme three. Third, culturally sensitive was another theme emerging from the data. P7 and P10 described their style as striving to learn the culture, upon which P1 and P7 further reflected that the best way to do so was to learn language basics. P4 and P13 suggested that looking at commonalities helped one demonstrate a culturally sensitive leadership style. P11 summarized cogently, "The cultural divide is only as great as you not being open to recognize it" (P11, personal communication, March 9, 2016).

Theme four. Performance management was the final theme to emerge from the participant data. In this case, P2 and P4 mentioned setting clear expectations as being important. Reinforcing this theme, P6 and P15 underscored the criticality of setting a shared vision. Other leaders singularly cited mentoring, coaching, and developing performance management as activities leaders can exhibit.

Interview question 4 summary. Participants revealed a clear follower focus when asked about the specifics of their global leadership style. They were team oriented, culturally sensitive, and performance management. Only leadership styles and the appropriateness of particular styles emerged as leader-centric responses. Overall, participants showed sensitivity to diverse global leadership styles.

Interview question 5. Interview question five continued the focus on global leaders' strategies and practices to develop intercultural skills. This question asked participants for targeted examples of a time when they demonstrated outstanding global leadership. Again, the question was deliberately open-ended. After some reflection, participants' responses yielded in three principal themes: (a) leadership capability, (b) human capital management, and (c) technical acumen (See Figure 5).
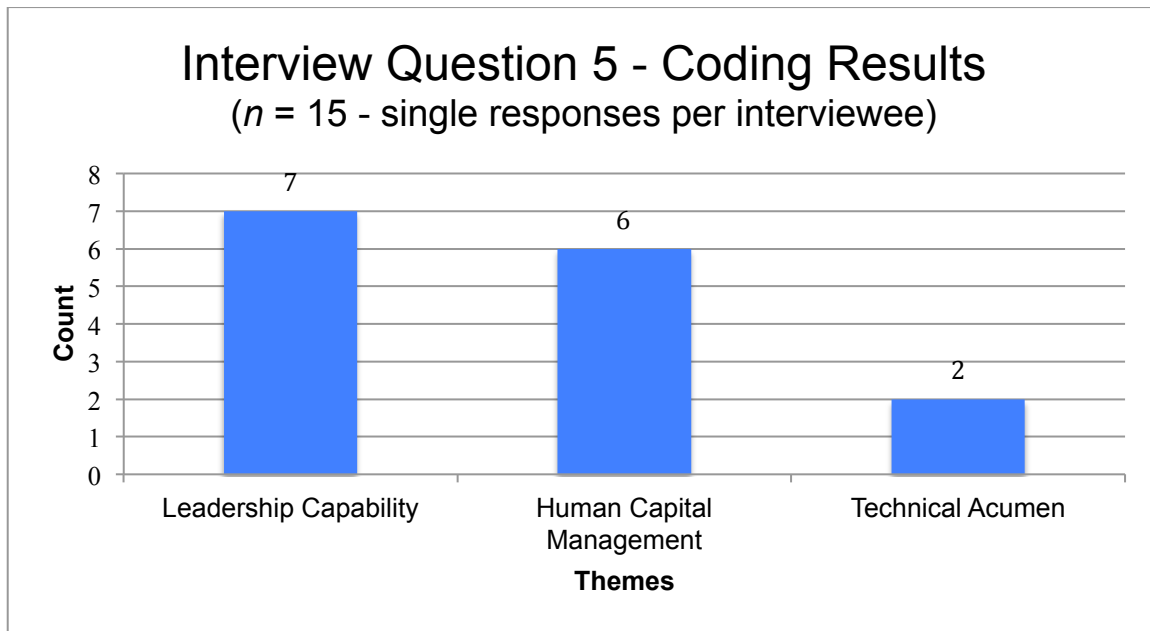
Figure 5. Interview question 5: Coding results.

Theme one. The overarching theme from participants regarding where they demonstrated the most pride from their outstanding global leadership involved showcasing their own leadership capability. For P7 and P12, this meant aligning

complex stakeholders who had quite divergent needs and desires relative to large-scale project implementation. P6 was the first in his division to implement key performance indicators (KPIs). P11 thought her "cross-boundary ideating and innovation with diverse teams" reflected outstanding global leadership in an intercultural environment" (P11, personal communication, March 9, 2016). In summary, P7 noted,

> When I got multiple global and local, public and private stakeholders to agree to implement a very big project. There were numerous financial and environmental benefits and I was the only one who understood. I had to convince all the parties involved of the benefits. (P7, personal communication, March 9, 2016)

Theme two. Human capital management was the second theme emerging from the data. Human capital management can refer to organizational processes that source, identify, develop, and promote staff. On the talent acquisition side, P4 and P13 implemented a new strategic staffing model while overseas. In the area of talent promotion, P10 received accolades for identifying and promoting local talent to leadership roles. P3 also thought it was important to develop and coach the workforce.

Theme three. Lastly, technical acumen appeared as a theme, with a few global leaders pleased with their global accomplishments in this domain. P1 successfully implemented a multi-country information technology project. Similarly, P12 recalled his new system implementation.

Interview question 5 summary. When they reflected on their outstanding global leadership accomplishments, participants cited human-centric accomplishments most often. The responses spanned hiring, identifying, and developing internal talent. Demonstrating technical acumen was also cited, albeit by a low number of participants.

Interview question 6. Whereas interview question 4 asked what was participants' prevailing global leadership style, the researcher was interested in additional detail here. Interview question 6 was a two-part question. It explored the domain of global situational leadership, whether participants flexed their leadership style (or not), and what circumstances caused the participants to flex their leadership style. The responses to the first part of the yes or no question were (a) yes for 12 participants and (b) no for 3 participants (See Figure 6).

Interview Question 6a - Coding Results

(*n* = 15 - single responses per interviewee)
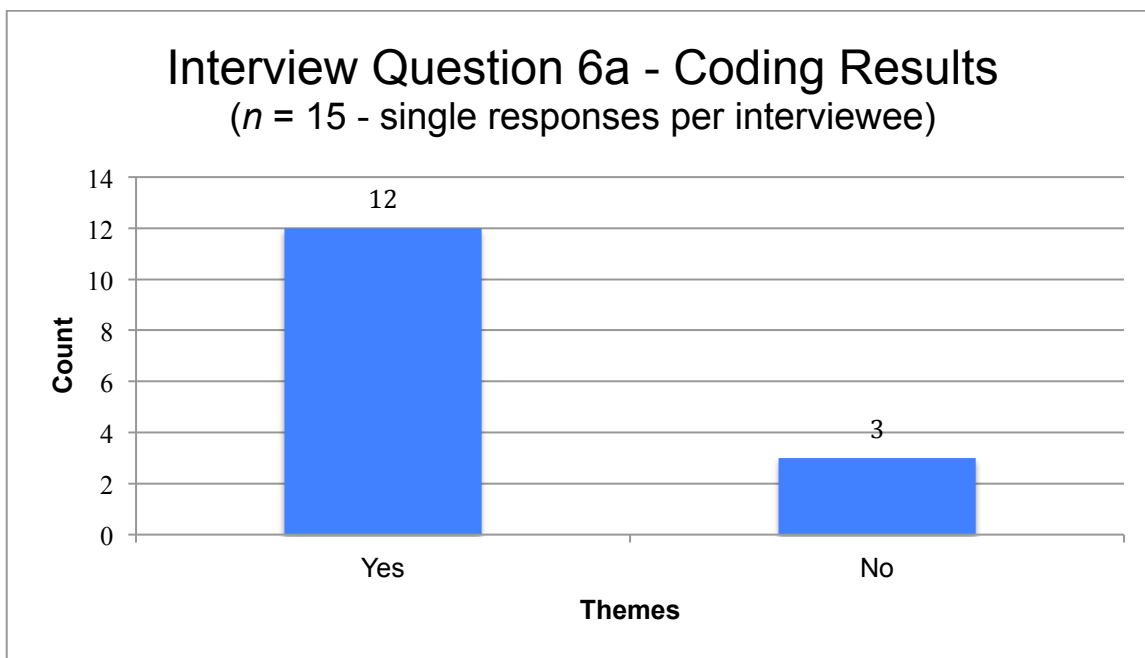
Figure 6. Interview question 6a: Coding results.

The follow up question to interview question 6a sought further detail on the reasons why participants flexed their leadership styles. There were a few major reasons for flexing. The data showed four major thematic drivers: (a) leadership behavioral styles, (b) followership needs, (c) cultural dynamics and influence, and (d) communication dynamics and tools (See Figure 7).
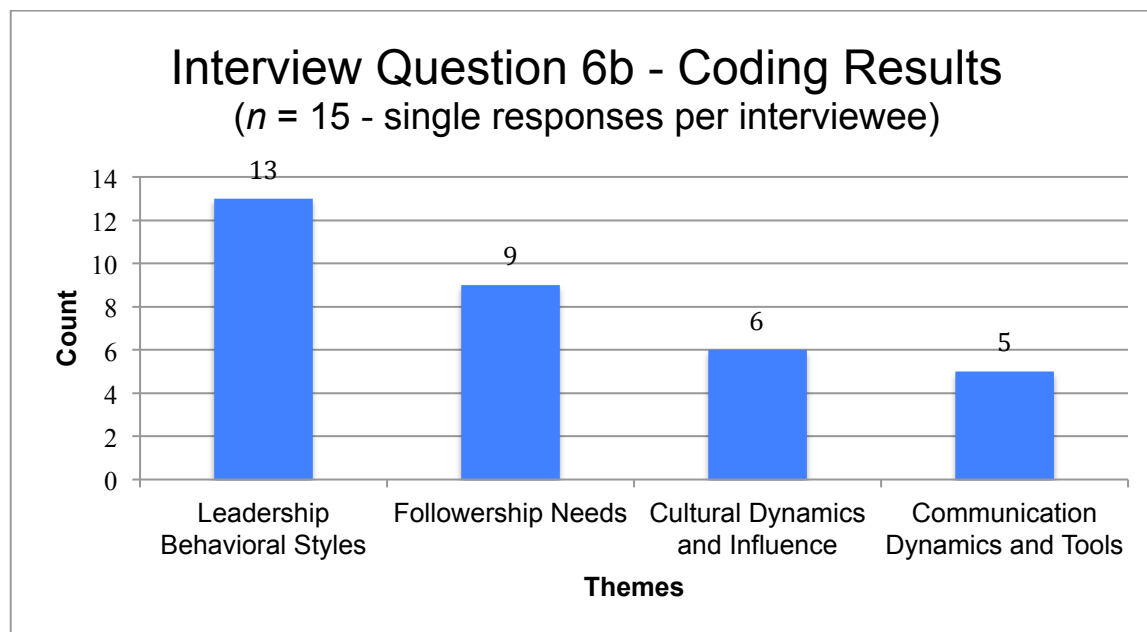
Figure 7. Interview question 6b: Coding results.

Theme one. Interestingly, leadership behavioral styles was the first theme that appeared when participants were asked for specifics about the reason behind their changing leadership. Of those leaders that said they did flex their style in interview question 6a, P3, P6, P10, and P12 most often pivoted to an autocratic or directive leadership style when the circumstances called for it. Other leaders demonstrated a more followership approach with P4 mentioning situational leadership and P15 engaging with people.

Theme two. Followership needs was an additional theme emerging from the data reflecting global situational leadership from the participants. P7 noted, "Goals and coaching change from people to people" (P7, personal communication, March 9, 2016). P2 suggested that it was important to relate to follower needs.

Theme three. Cultural dynamics and influence was also a theme that emerged, validating this important input that motivated participants to flex their global leadership style. Hofstede and Hofstede (2005) found in their IBM study that an important cultural

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dimension involved a culture's individual or group orientation. Both P1 and P2

recognized this distinction and flexed their leadership behaviors based on whether they

found themselves working in an individual or group-oriented culture. P5 even artfully

claimed to be able to change accents when working in different countries.

   Theme four. Lastly, communication dynamics and tools was a theme that

participants cited as an impetus to change their leadership style. P11 keenly flexed

when she "adjusted her style when employing virtual communication tools" (P11,

personal communication, March 9, 2016). In these instances, she became less direct

and more moderating in her communication approach.

   Interview question 6 summary. Participants flexed their global leadership style

due to a number of mitigating circumstances. Primarily, participants leveraged a range

of styles to respond to their situational contexts. These contexts included followership

needs and the predominant cultural dynamic in which they were operating. The

particular communication dynamic and tool in many cases also caused participants to

flex.

   Interview question 7. Obtaining additional description into global leaders'

strategies and practices to develop intercultural skills was the goal of the last interview

question subsumed under research question two. Interview question 7 was the last of

the five queries subsumed under research question two. For interview question 7,

participants were asked which global leadership responsibilities provided the best

opportunity to develop intercultural skills. The data revealed the following five principal

themes: (a) functional work, (b) global work, (c) continuous learning, (d) human capital

work, and (e) relationship building and networking (See Figure 8).
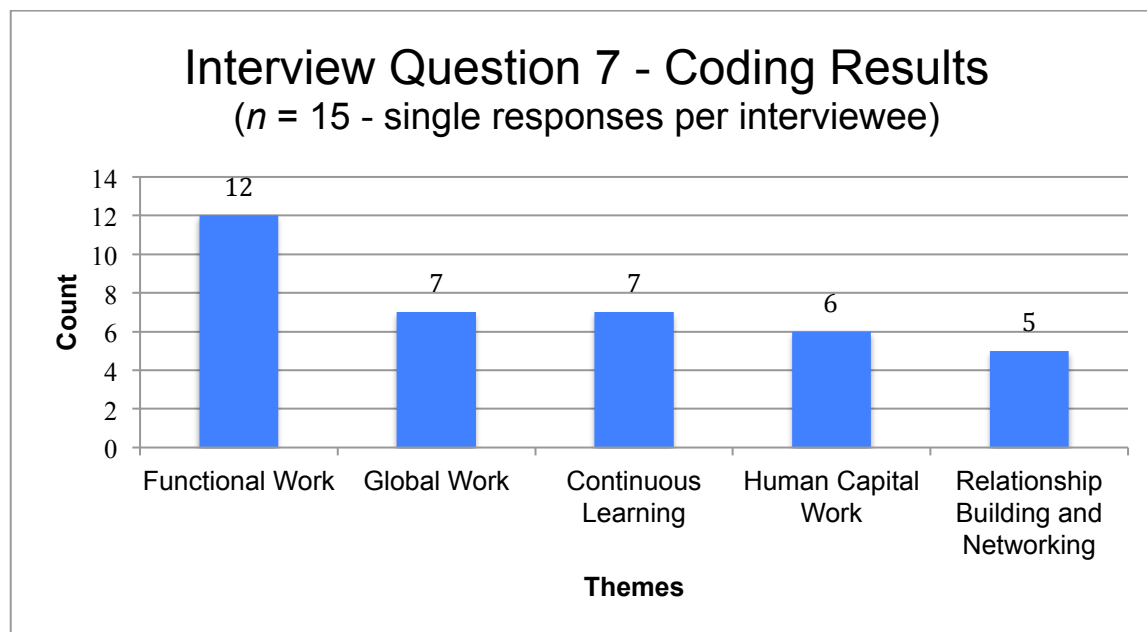
Figure 8. Interview question 7: Coding results.

Theme one. Participant responses in the data revealed that functional work responsibilities could be the most helpful avenue to develop intercultural skills. Typically project-based, functional work spans sales, marketing, finance, engineering and other technical tasks. P1, P11, P12, and P15 all extolled project work from their own career histories as having helped to develop intercultural skills. Specifically, P1 thought the deadline-driven work inherent in projects provided further impetus for skill development. P3, P10, and P12 valued immersive work experiences of varying length. P6 twice mentioned recruiting duties, particularly involving other expatriates, as helpful to him in his intercultural development.

Theme two. Whether working locally or through travel, global work emerged as a theme to develop intercultural skills in participants' own global leadership. P2, P4, and P6 noted that cultural immersion is critical to developing intercultural skills. Reinforcing this finding, P12 and P15 thought it essential to take on a global project, whereas P12 and P13 echoed that global mobility and assignments are educational.

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Theme three.   The participant data revealed an interesting theme, continuous learning, as a self-driven responsibility or motivating factor important when developing intercultural skills. P8 posited that learning where one is helpful with P7 going further by suggesting to "learn new things deeply [and] to leave comfort zones" (P7, personal communication, March 9, 2016). P15 mentioned an inherent cultural curiosity and P8 cited partaking in cultural activities as rich development opportunities for intercultural skills building.

Theme four.   Human capital work emerged as an additional theme from the responses to this interview question. Three leaders felt strongly about its importance. From her perspective, P14 said, "Working inter-generationally [and] diverse team interactions" can provide formidable intercultural skill development opportunities (P14, personal communication, March 9, 2016). P4 thought, "Cross-cultural [team] leadership [and] understanding local talent helped him and can help others develop their skills" (P4, personal communication, March 3, 2016). P3 felt his coaching and mentoring experiences would translate well to others who are looking to develop their intercultural skills.

Theme five.   Relationship building and networking was the last theme for this interview question. P9 was passionate about this topic when she responded that "getting to know people through developing cross-cultural relationships" were key levers to her development (P9, personal communication, March 11, 2016). She also followed careers and found this networking to be helpful. P3 also mentioned ongoing networking as developmental in nature. P5 also found that immersing himself with people was a key part of his relationship building and networking.

Interview question 7 summary. The tangible experiences participants had that best embodied opportunities to develop intercultural skills focused on on-the-job duties spanning global, functional, or human capital work. The participants' own dedication to continuous learning was also important. A commitment to relationship building and networking also helped participants ramp up their intercultural skills.

Research Question Two Summary

Research question two focused on exploring the common strategies and practices in which global leaders engage to develop intercultural skills. The participants provided rich data as a result of answering five interview questions. A strategic review was conducted of all the practices the participants cited. These spanned four main areas:

1. Person and Team Orientation. In addition to team focus, this area included predominant themes of human capital work and focusing on followers' needs.

2. Global and Intercultural. Here, participants noted global work where intercultural communication, sensitivity, and influence helped develop their skills in the intercultural domain.

3. Personal Leadership Effectiveness. Leadership effectiveness spanned trait, behavioral, and situational elements. For example, participants who committed to continuous learning developed EI and relationship-building abilities. Specific leadership situations allowed participants to select the most appropriate leadership styles.

4. Business and Functional Focus. The final area focused on technical and functional work that produced business growth. Collectively, participants

provided strategic and practical depth and breadth in how they develop

intercultural skills.

Research Question Three

Research question three asked: How do global leaders measure their success in

developing their intercultural skills? This research question was supported by a sole,

open-ended interview question, which asked how the participants measure their global

leadership success. To the person, the participants appreciated this interview question

the most since it gave them the opportunity to reflect on their own success as global

business leaders.

Interview question 8. Interview question eight aligned with prevailing themes as

articulated by participants on the topic of global leadership effectiveness. Their focus

validated the maxim "what gets measured gets done." Scanning the data, the following

themes were identified reflecting measures of global leaders becoming competent in the

intercultural domain: (a) qualitative team metrics, (b) personal transformation, (c)

business metrics, (c) role and career expansion, and (e) quantitative team metrics (See

Figure 9).

Bird and Osland (2004) proposed an Effectiveness Cycle, "which describes what

effective global [leaders] do at the most basic level" (p. 59).

- Stage 1 involves the ability to "perceive, analyze and decode the situation,"

- Stage 2 is to "accurately identify effective managerial action," and

- Stage 3 is to "possess the behavioral repertoire and flexibility to act

  appropriately given the situation" (pp. 55-61)
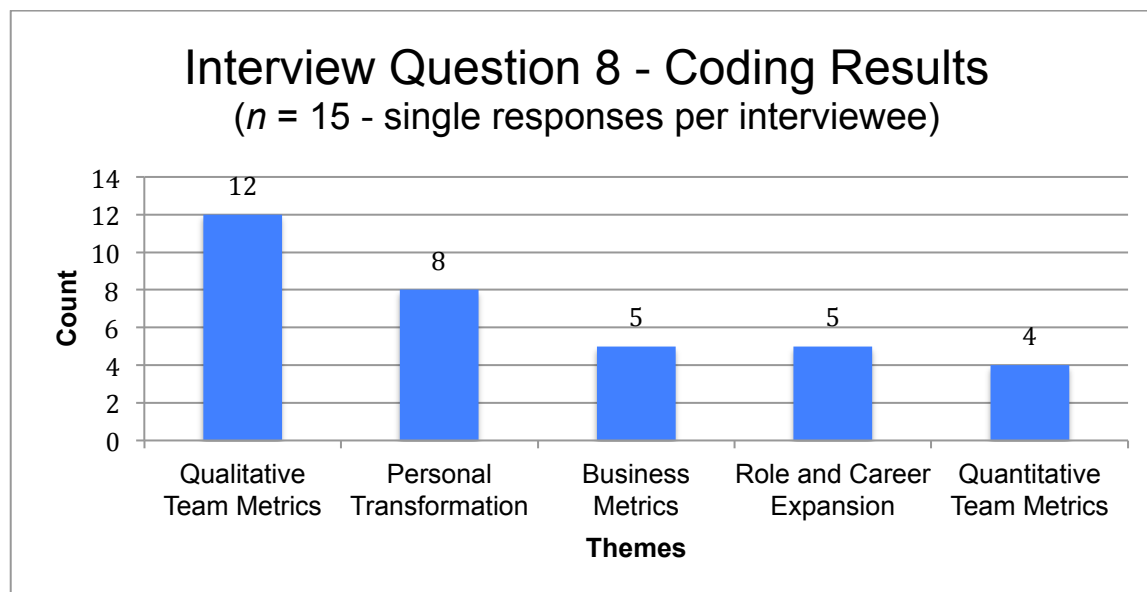
Figure 9. Interview question 8: Coding results.

Theme one. The first theme, qualitative team metrics, was developed from numerous concepts from the participants. P2, P8, and P11 noted that strong team relationships were a hallmark to effective global leadership. Specifically, P2 stated "I measure success when I get to the end of a project [and determine] what the relationships are like" (P2, personal communication, February 26, 2016). As to further conceptual evidence buttressing this theme, P3 and P9 noted that their success measure included team satisfaction with them as leaders. Also, team satisfaction was a concept mentioned by P11 and P13 who noted that they had built trust with the team, and that another tangible outcome, according to P3 and P5, is that their team had high morale. Lastly, team development was another concept important for the participants. P14 was proud of developing more global thinkers and doers, and P15 cited career enablement as his success measure.

Theme two. Personal transformation was the next theme participants recounted as an important measure of their global leadership success. P1 offered that "being

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global" (P1, personal communication, February 24, 2016) was its own success metric

for his global leadership, whereas P2 appreciated his success at cultural sense making

and empathy. P10 and P11 valued being a resource to others as their critical success

factor for global leadership. Spanning many concepts, P14 powerfully summarized

personal transformation when she stated,

> I think success is measured by how much you were changed by your exposure to
>
> another culture, by how much you were able to influence a new way of thinking in
>
> those you came in contact with, and by your ability to share that broader hybrid
>
> with your fellow colleagues wherever they are in the world (P14, personal
>
> communication, March 9, 2016).

Theme three. Two themes were third for how the participants measured their

global leadership success in developing intercultural skills; the first was business

metrics and the second role and career expansion. Defining business metrics, P6

stated that achieving KPIs was the most important factor, whereas for P12 it involved

delivering good work that, it is assumed, achieved business results. Additional business

metrics meant that, for P7, there was solid data collection and process improvement.

P1 reflected, "making opportunities global" was a key business metric for him.

Continuing, he noted that "A successful leader is global—there is nothing these days

that can be called a non-global leader. These days, all opportunities are global because

of the expectations, context, and scalability requirements" (P1, personal communication,

February 24, 2016).

Theme four. The additional third theme was role and career expansion. P8

asserted that to "keep your job" (P8, personal communication, March 11, 2016) and P13

mentioned to have "success in role" was one measure of global leader effectiveness (P13, personal communication, March 10, 2016). Regarding career expansion, P1 affirmed that "getting more responsibilities [and being] assigned larger projects" (P1, personal communication, February 24, 2016), respectively, demonstrated success. P5 made a comment that encapsulates a success metric important to the theme of role and career expansion: "Ultimately, the company is confident in you" (P5, personal communication, March 4, 2016).

Theme five. The fifth theme that served as a key measure of global leaders developing intercultural skills was quantitative team metrics. For P3, he noted that, "low team turnover rates served as a measure of global leadership effectiveness" (P3, personal communication, February 29, 2016). P4 underscored this concept by mentioning talent retention and promotion figures as important team metrics signaling his effectiveness. As for an additional key metric, P3 also noted that team productivity in the form of goal accomplishment denoted his successful leadership, and he summarized his pride with the fact that, compared with the host country, where turnover is on average 40% per year, "We have almost lost no one" (P3, personal communication, February 29, 2016).

Interview question 8 summary. Three conclusions are drawn from the data pertaining to interview question eight. Participants were other-focused when measuring their success. For example, team success was deemed the preeminent hallmark of participant success. As for the second conclusion, personal transformation and development was a significant measure of success in the intercultural domain. The

third theme focused on business metrics: increasing revenue, exceeding customer expectations, and expanding business development.

Research Question Three Summary

Research question three utilized a sole interview question that asked the participants about how they measure global leadership success in developing intercultural skills. Participants again focused on their teams and team members' morale, motivation, output, and career development as tangible indicators of participant success. Personal transformation was a refreshing measure of participant success in developing intercultural skills. Lastly, business and talent KPIs proved to be solid indicators that participants cited: profits but also retention and engagement levels. P11 summarized success neatly: "Are there strong relationships? Can you create a win-win situation? The answer is basic—do you trust because there was integrity in the process" (P11, personal communication, March 9, 2016)?

Research Question Four

Rounding out the study, research question four asked: What recommendations do global leaders have for emerging leaders who wish to develop their intercultural skills? This research question was supported by two interview questions. The first one asked participants what experience was the most helpful to develop intercultural skills and the second asked what advice participants have for future global leaders. The two interview questions, numbers nine and ten, are future-focused and contain rich data for the benefit of numerous audiences to be detailed in Chapter 5.

Interview question 9. Interview question nine sought experientially based content. The responses were equally as reflective and purposeful as those to interview

question 8. As a result of the analysis, the data for the first question revealed the following themes: (a) overseas and travel experiences, (b) personal motivation, (c) family background, and (c) foreign language ability (See Figure 10).

Interview Question 9 - Coding Results
(*n* = 15 - single responses per interviewee)
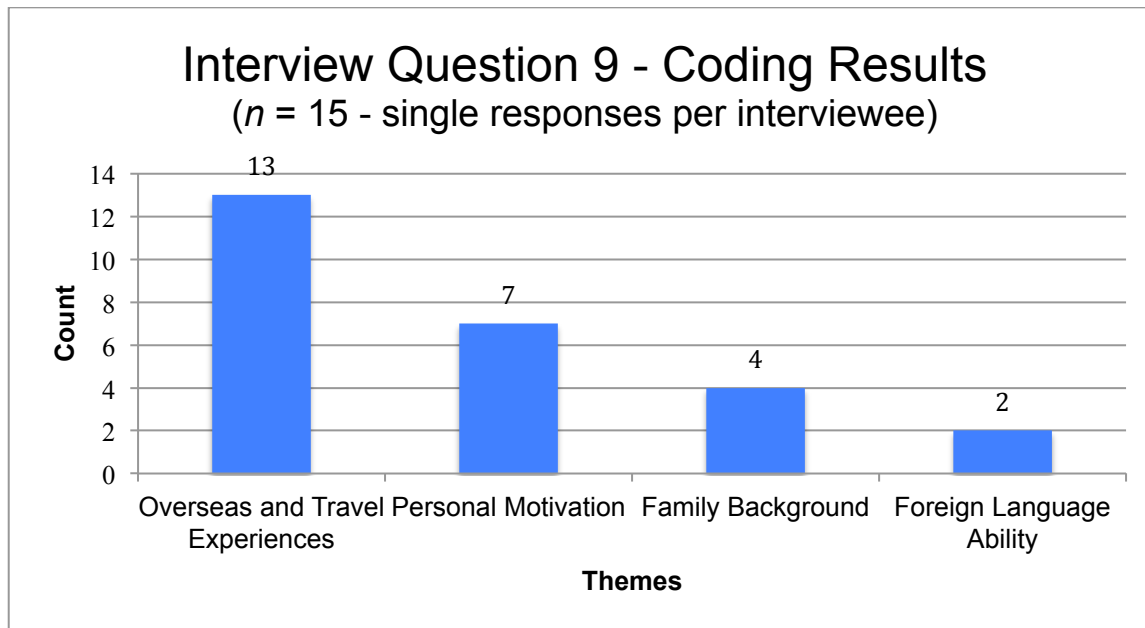
Figure 10. Interview question 9: Coding results.

Theme one. The first theme, overseas and travel experiences, yielded manifold experiences the participants highlighted that helped them develop their intercultural skills. Primarily, P3, P4, P6, P8, P10, and P13 noted that their previous expatriate assignments provided key insight and learning to develop their intercultural skills. Citing experience prior to the business world, P3 cited his youth study abroad program as early development in intercultural skills. P5 noted his early global career and global travel as helpful experiences, echoed by P12 who worked with Southern Asia in a prior professional experience.

Theme two. Personal motivation appeared as the second theme that allowed participants the experience to develop intercultural skills. P2 and P7 cited that they were open to learning. This commitment to development, according to P15, paved the

way for global leadership effectiveness. Other personal motivation strategies varied and provided key learning: P11 thought being an expert was a strong indicator that she has developed intercultural skills; P6 continually sought to immerse himself in the new, P2 noted teaching as a way to develop experience, and P7 shared that making mistakes provided him with experiential opportunities to learn and grow.

Theme three. Theme three, family background, planted the early seeds of experience for participants to develop intercultural skills. P5 and P10 cited that their parents' initiative of putting them into linguistic immersion experiences helped develop their skills. Complementing the language experience, P5 appreciated early cultural immersion experiences, particularly bicultural ones. P6 noted that having a foreign-born parent was a foundational development experience that inspired intercultural skill improvement.

Theme four. Rounding out interview question 9 is the fourth theme: foreign language ability. P6 and P10 noted that learning a foreign language facilitated their developing intercultural skills, making them able to relate much more in depth with the local host country nationals. One step farther, P3, fluent in two languages, cited his becoming multilingual as facilitating the development of intercultural skills. P10 summarized,

> With my second [expatriate] experience all the meetings were in a foreign language. I could communicate and could understand what was being said. I had a greater insight and learned how I could be more effective as a result of the immersion. (P10, personal communication, March 9, 2016)

Interview question 9 summary. Two conclusions dominated the data gathered from participants about the experiences that best helped them develop intercultural skills. The first conclusion centered on being overseas: travelling, speaking foreign languages, or benefitting from a bicultural family background. The second theme was participants' own personal motivation driving them to learn and master intercultural skills.

Interview question 10. To complete the research related to research question four, which sought recommendations from participants to emerging global leaders to develop intercultural skills, a follow up interview question was asked. Specifically, interview question 10 asked participants to provide their advice to future global leaders aspiring to develop their intercultural skills. Many of these emerging leaders are the Millennial Generation. By 2030, this generation is projected to make up 75% of the global workforce (Meister, 2012). In essence, the development of the next generation of global leaders is imminent. This makes the passing of global knowledge, skill sets, and mindsets from one generation of global business leaders to the successive one equally pressing.

Participants were generous in their advice to newer leaders. They also appreciated the opportunity to provide coaching based on their experience. As a result, four major themes emerged from the advice that participants gave to the next generation of global business leaders to develop their intercultural skills: (a) skillset development, (b) career management, (c) mindset development, and (c) personal characteristics (See Figure 11).

Interview Question 10 - Coding Results
(*n* = 15 - single responses per interviewee)
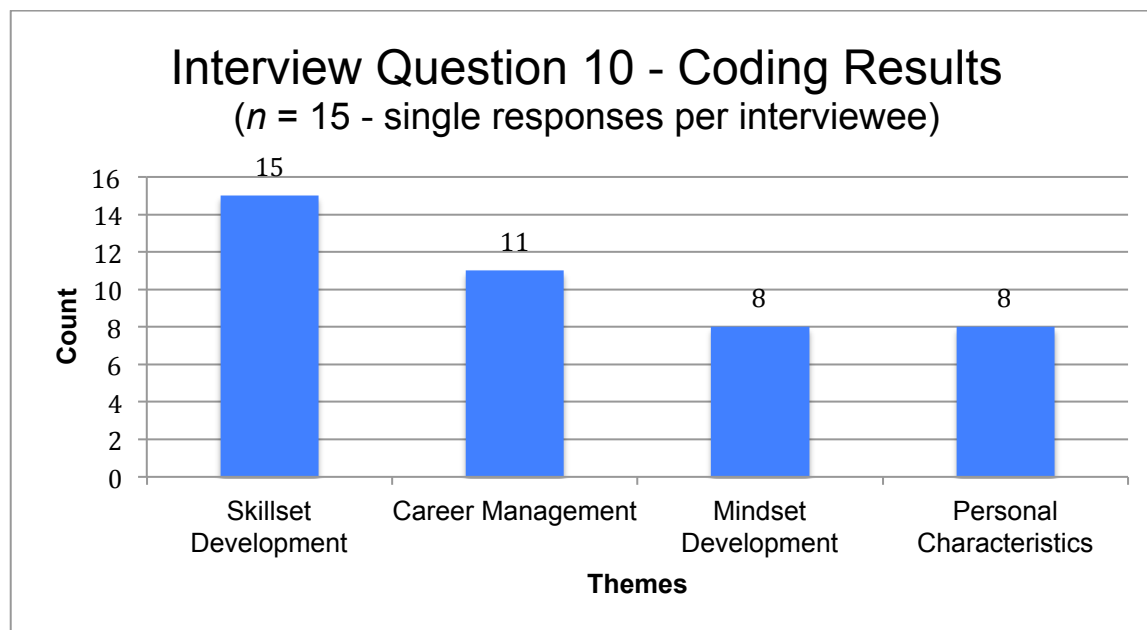
Figure 11. Interview question 10: Coding results.

Theme one. Relating to the first theme, skills development, P3, P9, and P13 recommended that new global leaders listen and hear when working to develop intercultural skills. In the same communication vein, P6 and P11 suggested that providing context is critical, which P11 did by "explaining the why" whenever possible (P11, personal communication, March 9, 2016). Additionally, P3 and P14 advised that new global leaders build relationships in order to be effective. P2 thought it important to "risk idealized approaches" to trying the new and novel (P2, personal communication, February 26, 2016). On the technical side, P15 saw full "project lifecycle experience" as critical to success (P15, personal communication, March 10, 2016), with P13 asking new global leaders to "learn basic operations" of the business to develop skills (P13, personal communication, March 10, 2016).

Theme two. For the second theme, participants advised new global leaders to focus on career management as an important strategy to develop intercultural skills. Resoundingly, P1, P10, P12, and P15 suggested that new global leaders work

overseas, which P10 thought would be the best avenue to "advance an international career," in addition to suggesting that ongoing "global company affiliation" is also helpful (P10, personal communication, March 9, 2016). If getting overseas more permanently was difficult for new global leaders, P1, P13, and P14 advised they travel a lot to learn and develop.

Theme three. Two themes emerged next concurrently: mindset development and personal characteristics. Regarding developing the requisite mindset, P5 and P12 suggested understanding your environment was a critical success factor. P12 also advised that "understanding different consumers" and "understanding day-to-day interactions" would develop global business leaders' intercultural skills (P12, personal communication, March 10, 2016). P9 thought it critical to "assume positive intent" in business dealings (P9, personal communication, March 11, 2016), with P14 suggesting that time spent to "reflect on global experience" was worthwhile for new global business leaders" (P14, personal communication, March 9, 2016). In summary, P6 advised new global leaders to "translate mindset to effective actions" when developing intercultural skills (P6, personal communication, March 8, 2016).

Theme four. Inevitably, personal characteristics appeared in this study, with three main traits emerging as the most important. P1, P7, P11, and P13 advised that new global leaders be open to the new and different. To achieve such openness, P8 and P14 suggested that new global leaders be inquisitive and, also along the journey, P12 and P14 thought it important for them to be flexible.

Interview question 10 summary. Participants offered responses from which two conclusions can be drawn. Experienced global leaders imparted to emerging global

leaders advice to develop mindsets, skillsets, and careers that are globally oriented. Secondly, emerging leaders were exhorted to continue to promote personal characteristics—e.g., openness—that are foundational to successfully developing intercultural skills.

Research Question Four Summary

Two interview questions whose participant responses provided data to the fourth research question: What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills? The first interview question focused on participants' own seminal development experiences, including overseas travel, family background, and foreign language ability. Essentially, these were early life or early career experiences that left an indelible impression on global leaders, driven also by personal motivation. Tangible advice participants imparted to next generation global leaders included developing their skills, actively managing their careers, and expanding their mindsets, leveraging open, curious and expansive personal characteristics.

Summary

The goal of Chapter 4 was to collect rich data on global leaders' strategies and practices to develop intercultural skills. The study participants were global leaders from a Fortune 500 company based in Southern California. To gather the data, an interview protocol was created that was composed of 10 interview questions that enlivened the study's four research questions. The interview protocol was validated prior to the semi-structured interviews. After transcription of the data sets, the principal investigator began coding comprehensively. As a result of an iterative and primarily inductive coding process, concepts were identified that emerged into major themes for the

interview questions. Themes for all interview questions comprised of this research question are summarized subsequently.

The focus of research question one asked global leaders to identify the challenges they faced in developing intercultural skills. At the completion of the coding process, five major themes were identified from the participant data. The first theme broadly focused on managing intercultural effectiveness, which subdivided into achieving intercultural understanding, focusing on connecting appropriately with diverse people, overcoming communication challenges, and being successful at intercultural navigation. Next, global leadership effectiveness was the second theme to emerge regarding the challenges global leaders face developing intercultural skills. For these participants, having the requisite advanced technical and human skills was seen as paramount in importance. Thirdly, managing expectations and conflict appeared as a theme challenging participants, most often specifically trying to bridge global and local diverging expectations. The penultimate theme that arose was getting or being overseas: trying to arrive at or be successful in the global laboratory in which to best work to develop intercultural skills. Finally, people leadership through the lens of team strength participant data was revealed to be a thematic challenge to develop intercultural skills.

Reflecting the core of this study and within the context of the aforementioned challenges, research question two focused on exploring the common strategies and practices in which global leaders engage to develop intercultural skills. After a thorough data review, four main thematic practices were identified. The first theme was an unrelenting focus on person and team orientation. House et al.'s (2004) GLOBE study

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cited team oriented leadership as one of six global culturally endorsed theories and practices of leadership. The second theme was global and intercultural practices. Here, participant efforts in intercultural communication, sensitivity, and influence honed their skill sets. Thirdly, a theme of participants focusing on their personal leadership effectiveness practice was viewed as important to them. This theme of personal leadership efficacy included devoting practice to continuous learning, developing intercultural and emotional intelligence, and building stronger relationships. The penultimate theme to emerge as a core leadership strategy to develop intercultural skills was situational leadership. Situational leaders exhibit a critical evaluative eye to intercultural contextual cues and follower needs, select the right leadership style, and then flex their styles as needed. The last leadership strategic practice for this research question was a business and functional theme. Clearly, business leaders are measured based on tangible financial results along with team and individual productivity.

Research question three asked participants to measure global leadership success in developing intercultural skills. Five themes emerged as key measures. In alignment with research question three results, participants again focused on their teams and team members' health to gauge leadership success. Interestingly, the depth and breadth of personal transformation was a secondary theme that measured participant success in developing intercultural skills. Rounding out the measurement themes, the data showed that participants valued business metrics as a firm testament to their effectiveness.

Research question four asked what recommendations global leaders have for emerging leaders who wish to develop intercultural skills. Resoundingly, a theme of

global experiences arose from the data, with participants' own overseas travel, family background, and foreign language ability cited as inspirational and essential life opportunities for them and hence for other aspiring leaders. Tangible practices supporting the global experience theme included developing their skills, actively managing their careers, and expanding their mindsets, leveraging open, curious, and expansive personal characteristics.

The data were presented visually with color charts displaying the themes for each interview question subsumed under the research questions. As noted earlier, themes were either unique or overlapped among the research questions allowing for more conceptual linkages. These linkages and implications are explored in detail in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Global leadership is being redefined by the speed of external transformation with which global business leaders must contend. As a result, transformation begets internal complexity that risks impeding leaders' professional effectiveness. Researchers are beginning to recognize this challenge.

Harris, Moran, and Moran (2004) defined global leadership as

being capable of operating effectively in a global environment while being

respectful of cultural diversity. This is an individual who can manage

accelerating change and differences. The global leader is open and flexible in

approaching others, can cope with situations and people disparate from his or

her background, and is willing to reexamine and alter personal attitudes and

perceptions. (p. 25)

A critical assumption validated by researched-based evidence purports that developing intercultural skills provides the most fruitful opportunity for global leaders to be effective.

Upon review of the data, it was surmised that global leaders offered manifold strategies and practices that determined their intercultural effectiveness. The data revealed a focus on three key areas that determined global leader effectiveness. Spitzberg and Changnon (2009) cite three areas in the Deardorff pyramid model of intercultural competence comprised of foundational attitudinal, knowledge, and skills. This trio drives the desired internal and external outcomes among business leaders operating within the global context. This outcome-focused model well positions the data findings in this study that identified business leaders' strategies and practices to develop intercultural skills.

The purpose of this study focused on identifying among a sample of global leadership the strategies and practices used to develop their intercultural skills. Chapter 2 grounded the study in the research on globalization, leadership constructs, and the definition of intercultural skills. Also, intercultural skills were researched extensively, with supporting theories and a descriptive range of targeted behaviors occupying this domain. Chapter 4 described the rich data from the findings from the semi-structured interviews with 15 global leaders. This chapter begins with some broad-based themes emanating from the data followed by comparing these findings to the literature review in an attempt to explore similarities and gaps. Subsequently, key findings of the study are offered. Rounding out this chapter are some implications the research may have on specific audiences, some observations, and recommendations regarding possible avenues for further research.

Research Questions

This study addressed four research questions:

1. What challenges do global leaders face in developing intercultural skills?

2. What common strategies and practices do global leaders engage in to develop intercultural skills?

3. How do global leaders measure their success in developing their intercultural skills?

4. What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?

Summary of Findings

Common challenges global leaders face developing intercultural skills.

Global leaders recognize that becoming effective in their business roles requires a

commitment to acknowledge and address the challenges in developing intercultural

skills. The findings of this study validate that all 15 participants demonstrated this

commitment through their subsequent articulation of myriad challenges that were then

identified as the most salient. These challenges are listed subsequently.

- Overcoming intercultural complexities as evidenced by global business

  leaders:

  - Striving to achieve intercultural understanding,

  - Connecting appropriately with culturally diverse people,

  - Working to overcome intercultural communication challenges, and

  - Developing more agility with intercultural (situational) navigation,

- Cultivating global leadership effectiveness with an emphasis on:

  - Advancing their ongoing technical and human skill development

    abilities,

  - Managing expectations and conflict between global and local

    stakeholders,

  - Coping with the day-to-day stress of being or travelling overseas, and

  - Advancing team strength.

Common strategies and practices global leaders engage in to develop

intercultural skills. The sine qua non of this study focused on strategies and practices

in which global leaders engaged to develop intercultural skills. Rich and thick

description was achieved with the depth. The findings from global business leaders offered for this section of the study are presented subsequently:

- Ongoing primacy of team orientation

- Executing finely-tuned global, intercultural practices

  - Practicing nuanced communication skills,

  - Demonstrating awareness and sensitivity, and

  - Influencing appropriately with different audiences.

- Committing to personal leadership effectiveness

  - Reflecting and learning continuously,

  - Developing EI skills within an intercultural context, and

  - Building stronger relationships.

Common success measures of global leaders in developing intercultural skills. In today's busy world, an opportunity for reflection may be one of the first occasions global leaders have to assess their success in developing intercultural skills. This study provided them this opportunity. The findings for their success measures are listed subsequently, interestingly coinciding with some challenges and many strategies and practices for developing intercultural skills.

- Team health

  - Qualitative – team morale, satisfaction, productivity, and cohesion

  - Quantitative – retention and promotion levels

- Personal transformation as evidenced by:

  - Higher efficacy,

  - Better adaptability,

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- o Mindset expansion,

- o Skillset improvement,

- o Career satisfaction, and

- o Stronger global relationships.

- Demonstrable business results

Common recommendations global leaders have for emerging leaders who wish to develop intercultural skills. The Millennial Generation already occupies a not insignificant percentage of global business leadership roles; this number will only increase in the next decade to well over 50%. Global business leaders enjoyed the opportunity to share recommendations and advice in the course of this study. Their recommendations to emerging global leaders are as follows.

- Obtaining global assignments or travel early in one's career

- Leveraging early life global travel, multi-cultural learning, and foreign language abilities

- Committing to ongoing development of technical and leadership skills;

- Managing actively a globally-focused career

- Remaining positive attitudes that exemplify openness, curiosity and expansiveness

Key Findings

As noted above, there was a wealth of data and summary findings generated from this study. From this overall data, four key findings are offered. These findings are listed subsequently.

Motivational attitudes. Whether describing themselves or coaching emerging leaders, global business leaders who have developed advanced intercultural skills credit adopting certain attitudes as foundational reasons for their effectiveness. Their approaches to global contexts are based on openness to new values, concepts, people, and practices. Similar to openness, global leaders demonstrated an inherent and ongoing curiosity toward the new and different. Eliciting many benefits, curiosity is both a proactive and infectious approach global business leaders employ in intercultural contexts. Global business leaders also cited a strong bias toward leveraging emotional intelligence to develop intercultural skills. Emotionally intelligent leaders exhibit a strong sense of self and an *other-focus* that engenders mutual respect. As cited earlier, Spitzberg and Changnon (2009) point to Deardorff's pyramid model of intercultural competence where the requisite attitudes of "respect (valuing other cultures, cultural diversity); openness (to intercultural learning and to people from other cultures, withholding judgment); and curiosity and discovery (tolerating ambiguity and uncertainty)" (p. 13) all enable positive intercultural outcomes. Those global business leaders' with the aforementioned attitudes are better able to assess global perspectives and understand other worldviews. Such other-focused, empathic practices on the part of global business leaders to recognize other points of view (Broome, 1991) were key motivational attitudes.

To be global, go global. Global business leaders believe they are effective in their roles due to significantly positive intercultural experiences and prolonged interactions in differing milieus. They have often benefitted from early familial or youth activities that positively oriented them to the benefits of intercultural relationships,

knowledge, and learning. These activities included travel to other countries,

intercultural immersions, or learning a foreign language. Other leaders cited the

benefits of rigorous global travel as part of their earlier career trajectories. Whatever the

inspirational experience, the message is the same: to be global one must go global.

Pusch (2009) noted that becoming an interculturally skilled business leader requires

exposure to other cultures. Gregerson, Morrison, and Black (1998) suggested four

strategies for developing intercultural skills among leaders, two of which align with

global business leaders' informed experience: significant overseas travel, allowing for

in-country immersions and overseas assignments that provide for even deeper

intercultural understanding and skill-building. The strategy global business leaders

employ of being on the ground in an intercultural environment provides opportunities to

build skills emanating from the aforementioned motivational attitudes. Admittedly, many

factors inhibit internal leaders' global mobility. However, this study elevates the

importance of overseas work as a deeply formative strategy for global business leaders

to develop intercultural skills.

It's all about the team. Global business leaders are those who understand that

a relentless focus on team productivity, morale and health is a core strategy to develop

intercultural skills. Their team-focused strategy not only accomplishes requisite goals

and tasks but also serves to enrich career development, ultimately increasing team

members' rational and emotional engagement to the leader, to other team members,

and to the company. Further, competent global business leaders appreciate the

additional complexity of virtual, intercultural team leadership. Among other practices,

they creatively employ technological tools to stay connected to remote team members

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both formally and informally. House et al. (2004) validated these global business leaders in the GLOBE study findings, which cites team orientation as the second most important global culturally endorsed implicit leadership dimension. Specific practices of team orientation include "being communicative, informed, a coordinator, and team integrator (team builder)" (p. 677).

Ongoing leadership skill enhancement. Effective global leaders know that expanding technical and people skills in the intercultural domain is an imperative. As cited in the literature review, Mendenhall et al. (2013) built upon this call to action, noting that global business leadership work is transformative—creating new mental models that bode well against rising levels of complexity. Global business leaders mentioned that developing expanded mindsets and skill sets is an imperative that, for example, helps them better manage expectations and conflict in the global arena.

Global business leaders cited deeper situational leadership awareness and style dexterity with followers as prime examples of increasing their leadership effectiveness when working in the intercultural context. As Hofstede (1993) noted, different cultures espouse varying management theories that work within their contexts. Certainly, global business leaders may traverse many cultures either physically or communicatively in the course of a given workday. In order to be considered effective, the intercultural leader is able to acknowledge these differences and use them appropriately with different internal and external audiences (Fischer, 2009).

Reflections on Findings and Key Findings

In a retrospective, global review of the data from this research study, it can be claimed that the findings answered the research questions as originally intended. The

most substantial findings focused on strategies and practices in which global business

leaders engage to develop intercultural skills. Rich, thick description of these strategies

and practices was achieved. In particular, there is some overlap between what

participants thought what made them successful in developing intercultural skills and

the advice they imparted to emerging global business leaders seeking to learn these

same skills. In a sense, experience is the best teacher, which validates that there would

be some commonality among these findings.

The findings of this study validate previous findings of notable intercultural

researchers. Spitzberg and Changnon (2009) cite the Deardorff model of intercultural

competence, which presents a unique constellation of attitudes, knowledge and skills

that drive global business leaders' overall effectiveness. As noted previously, this study

validates the presence of identifiable and prioritized concepts and themes spanning

attitudes, knowledge, and skills. Deardorff went on to claim that "the degree of

intercultural competence depends on the acquired degree of underlying elements" (p.

68) such as attitudes, knowledge, and skills.

The findings herein also validate other researchers (Spitzberg & Changnon,

2009) who found that global leaders who blend cultural understanding with

communication competence ultimately drive toward higher relationship quality. The

participant themes in this study validated that they continuously worked to fuse these

two concepts into building strong relationships with intercultural teams, consumers, and

other locals. In any relationship-based business, this finding is a key, validating

outcome.

An additional key finding of this study that the research validated was the relentless focus on the team as a barometer of a global business leader who is interculturally skilled. The participants' measure of success was primarily on the team. House et al. (2004) asserted that, after charismatic leadership, a global leader focused on building an effective team is a universal characteristic of intercultural competence in global leaders.

Lastly, this study validated previous research that significant global exposure that business leaders can obtain through experiential expatriate assignments or heavy business travel provides the best avenue for intercultural skill development. The participants mentioned that being or travelling overseas was paramount—in essence the arena in which to learn and develop their intercultural skills. Opposite this finding and adding much less value are the formal training programs on different cultural values and norms that tend to focus on do's and don'ts of different cultures.

The measurement findings of how participants determined intercultural skill success as global business leaders provided interesting insights in this study that can be described as extending previous research. Although participants in this study focused primarily on team, relationship, and self-transformation as success measures, they also mentioned achieving tangible business results in the form of profit, goal, and project achievement as important measures. The research on intercultural skills focuses more on intra and interpersonal success when global business leaders invest in developing intercultural skills. Certainly, a high level of intercultural skill acumen translates to many success measures, yet this researcher found the previous research lacking in the mention of tangible business results of global business leaders with strong

intercultural skills. However, the fact that participants mentioned achieving these quantifiable metrics can at least suggest a co-relational, if not causal, relationship to their own heightened global leadership effectiveness and measurable business results.

Implications of the Study

This study sought to elucidate the current strategies and practices of global leaders in developing intercultural skills. First, the researcher combines these strategies and practices with targeted recommendations for intercultural skill development with two key constituencies. The study also has broader implications for these two constituencies and other audiences who may benefit. The implications for these audiences and other impacts of this study are described subsequently.

Implications for developing emerging global leaders. A significant portion of this study involved asking participants to articulate what experiences and practices helped them successfully develop intercultural skills, thereby making them more effective global leaders. Participants also imparted advice to help the next generation of emerging global leaders develop intercultural skills. In both instances, experienced leaders offered a clear roadmap for emerging leaders regarding how to be effective in their future global roles. This roadmap, supported by elements of the literature in this study and combined with the researcher's own reflections, is articulated in future-oriented implications detailed subsequently.

Skillset development and overseas experiences ranked the highest as key advice to emerging leaders to develop intercultural skills. To clarify, skillset development focused on increasing the intercultural knowledge and skills need to be effective in global leadership roles. One method of developing intercultural knowledge and skills is

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through formal learning occurring most often in the classroom. Assuming that emerging global leaders need to start with expanding their knowledge base of intercultural content, formal learning is most appropriate at this point. The contextual reference for formal learning of different cultures begins with an ethnocentric approach if the emerging leader is new to the intercultural content (Bennett, 1986). The ethnocentric stage of learning leverages the lens of one's own culture to make sense of other cultures. Therefore, formal learning is a recommended early practice to increase awareness and knowledge in developing intercultural skills for emerging leaders.

Overseas experiences provide the most fruitful opportunities for emerging global leaders to apply their newfound intercultural knowledge to successful practices. Heeding the advice of experienced global leaders, emerging global leaders need to be in the global milieu to practice their intercultural skills. The living laboratory for intercultural skill development that being in a different country provides is invaluable. When applying their early intercultural knowledge, emerging global leaders can begin to crack the code of the new culture through successful communication, interaction, and navigation (Cliffe, 2015; Livermore, 2010). Without minimizing the personal sacrifices emerging global leaders make to obtain an overseas work assignment, it is hoped that in time, leaders will see the results of their efforts to develop intercultural skills while working overseas. Such a realization can help emerging global leaders continue on a clear path to develop even more intercultural skills for professional and personal growth.

Active global career management is an additional portion of advice that experienced global leaders imparted to their emerging counterparts. Career management in and of itself is rife with difficulty, notwithstanding the additional

complexity the global context brings to the equation. One proactive recommendation for emerging global leaders is for them to target early professional experiences at firms such as Fortune 500 companies. If emerging global leaders have early family and collegiate travel experiences or foreign language skills, this acumen can be mapped to global firms with market presence in those specific countries to facilitate being hired and then deployed to an overseas assignment.

Once employed by global firms, emerging global leaders have numerous strategies and practices they can use internally to guide their global career management. In many global companies, internal talent databases are becoming increasingly prevalent. These global databases are used to source talent for global projects, overseas work, promotional purposes, and networking. It is recommended that the emerging global leader working internally be cognizant of how his/her global leadership skills are marketed internally via accessible talent tools. These talent tools are helpful for active career management.

Emerging global leaders can also ensure that they have communicated their active interest in placement on global project leadership or teamwork. Typically, the current trend for placing global emerging leaders overseas is for shorter-term assignments, within a 6-month duration. The careers of emerging global leaders are propelled through a thoughtful combination of global project work, global team leadership, technical acumen and intercultural skill development. As found in the literature, global project leadership involves certain challenges; however, numerous strategies can be used to achieve success when working in this capacity (Mintzberg, 1983; Moran & Youngdahl, 2008).

In summary, experienced global leaders exhorted emerging global leaders to develop mindsets and leverage personal characteristics to develop intercultural skills. Although the predictive elements for intercultural skill success include actively diagnosing new situations, emerging global leaders can also spend time reflecting on their intercultural skill development. For example, this reflection may come at the end of a significant project deliverable, such as after a significant global stakeholder meeting or after completing a major global project milestone. Reflection is key to development and is referenced often in the intercultural literature, where global leadership work in itself is transformational, ultimately creating new mental models (Mendenhall et al., 2013). Emerging leaders should incorporate regular reflection into their global leadership development practices.

Implications for developing experienced global leaders. Given this study's premise that the development of intercultural skills is a continual pursuit for global business leaders, it remains important to consider what additional development strategies and practices experienced global leaders would find beneficial. For the generation of experienced global leaders that was the focus of this study, many of them did not grow up with technology. Technology is a transformational globalizing force and is incorporated into many corporate strategic goals as a key enabler to success. Unless they are naturally gifted or have developed technology functional expertise, some global leaders may struggle with technological acumen, a critical tool for global leaders' strategic, team, and individual success.

One practice for experienced global leaders to employ is reverse mentoring. Although typical mentoring relationships involve senior leaders imparting knowledge to

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more junior leaders, reverse mentoring provides an avenue for a more equitable partnership with the junior leader sharing knowledge upward to that senior leader. In this case, technologically adept emerging global leaders may benefit from sharing their the latest knowledge and skills in this domain, which can then make experienced global leaders more comfortable with technology and its many iterative innovations. Also, there are ancillary benefits to reverse mentoring. Internal tacit knowledge, relationship building, and intergenerational understanding are all increased as an outcome of successful reverse mentoring.

Additional implications for development. While this study was comprehensive in nature, it did reveal a couple of surprises. As for the content that global leaders shared regarding success measures for developing intercultural skills, participants also mentioned the primacy of the team leadership. Their team outcomes of high morale, successful career mobility, and retention were all discussed. However, one team outcome not mentioned related by global business leaders to innovation, which is a key output of a strong team. A higher level of team innovation manifested by, for example, the quality of ideation should be a tangible output of any interculturally skilled global business leader. Upon further reflection, it seems team innovation is made all the more difficult for global business leaders at the helm of diverse, cross-cultural teams.

As to the second surprising element, the participants of this study did assert that a key measure of early intercultural skill building success depended on focused networking, mentoring, and relationship building in the new cultural milieu. Of interest is the fact that none of the participants credited the career presence of a mentor who

helped them over the long-term to develop intercultural skills. A few reasons may account for this outcome. First, experienced global leaders may be the first of their generation to possess advanced intercultural skills. In essence, then, there was no one to mentor them. Second, the field of intercultural skill development needed time to develop the theories around which to identify, strategize, and develop intercultural skill acumen, which could then be imparted to global business leaders. Lastly, globalization is a more recent phenomenon, and the prevailing leadership development efforts to develop global business leaders may have resulted in a more *sink or swim* approach (van Luinen, 2015).

Skills of an effective administrator. In his groundbreaking research on leadership, Katz (1974) pivoted the dialogue from trait-based attributes to skill-based performance. His watershed findings allowed for new dialogue on acquiring, measuring and developing leadership talent based on a skills-based approach. Successful administration, Katz purported, "appears to rest on three basic skills, which we will call technical, human, and conceptual" (p. 3). Technical in this case refers to functional skills necessary to carry out tasks particular to someone's education and craft. Human skill is a leader's ability to work cooperatively by leading teams or being an effective team member. Lastly, conceptual skills are expansive, where the leader sees the whole and has a systems approach to the organization. At various stages of a leader's day, all three of these key skills are utilized and help define leader effectiveness.

With the Katz (1974) model firmly occupying the pantheon of leadership theory and resulting practices, it may be of value to inquire whether the technical, human, and conceptual framework applies today given the complexity inherent in global business

leaders' roles. Twenty years after his original research, Katz published a retrospective commentary offering elucidating follow up commentary. The biggest pivot the author makes from his earlier research is that he relegates conceptual skill back to being an innate ability. He conceded that conceptual skill is best identified and developed, if at all possible, in one's early years of growth.

Of additional importance is the shift the author makes regarding the role of chief executive officer (CEO). While still acknowledging the role of technical, human, and conceptual skills in the success of a CEO, the author's reflection 20 years hence identifies the need for confidential counsel to help the CEO navigate the complexities of the senior-most level post (Katz, 1974). In many cases, an executive coach provides the valuable service of confidential counsel for CEOs.

It may be of interest to compare Katz's (1974) model of the skills for an effective administrator to this study's findings of how global business leaders develop intercultural skills. Resoundingly, the participants noted that both technical and human skills were critical abilities that helped enable the development of intercultural skills during the course of their careers. In this sense, a significant portion of the model remains relevant in this era of globalization. As for the needed conceptual skills, it can be argued that these same traits needed for leadership at the helm of the organization may also be applied to developing intercultural skills since so many roles are global. In this study, global business leaders cited plentiful examples of their own openness, curiosity, and flexibility as key aspects of their success. Ultimately, the timelessness of the Katz model is still relevant and applicable to developing the intercultural skills global leaders need today.

Global leadership: Generational shift. Grounded in population statistics, the Millennial Generation is rapidly entering the global workforce, more often than not already occupying demanding global business leader roles. As stated earlier, by 2030, the Millennial Generation is projected to occupy 75% of the workforce (Meister, 2012). These statistics are global in scope; for example, half of India's population is under the age of 27 (Charan, 2013). This demographic shift occurring worldwide has a downstream impact on global businesses. As such, the business world is experiencing the most significant generational shift in company leadership from seasoned leaders to emerging leaders. Specifically, seasoned business leaders are retiring and the Millennial Generation is ascending.

The implications of this generational shift are enormous. The degree to which the Millennial Generation is prepared to navigate their global business challenges as leaders is debatable. Specifically, global business leaders need to deliver on increasingly demanding performance goals; more effective leadership of diverse, virtual teams; and navigate the complexity of global trends and stakeholders. Hence, many global businesses are investing significant strategic efforts and concomitant investment dollars in knowledge transfer and skill building initiatives to prepare these emerging leaders.

These learning and leadership development efforts focus on attempting to keep intact the internal tacit knowledge and skills critical to organizational value. As the Baby Boomer Generation shifts to retirement, they can offer the tribal knowledge and seasoned skills that the Millennial Generation needs to succeed. Both informal and formal development efforts are highlighted in this knowledge and skill transfer.

Informally, development efforts most often take the form of mentoring and coaching. Formally, global leadership development programs continue to be a mainstay development offering within global businesses.

Implications for higher education. Higher education is an additional audience that may find this study important. In particular, higher education administrators and professors whose charge is to prepare future cadres of global leaders may find the directional content in this study helpful to better develop students in their leadership-oriented degree programs and supporting curricula. Further, in corporations today, one significant reason for the dearth of interculturally competent global leaders is the fact that awareness and skill building start too late. For this reason, a compelling case can be made for university students' education and exposure to the global milieu to start in higher education. With earlier global instruction of today's young adults, they will have an advantage toward becoming the thriving interculturally competent leaders global businesses are seeking to hire and deploy worldwide.

There is a supporting trend toward the development of intercultural skills in higher education. Since 2000, and all the while buttressed by increasing globalization, higher education institutions are beginning to send students-cum-emerging-leaders overseas in larger numbers for short-term, internationally-based educational experiences, which are now included in college ranking studies. These rankings are important for marketing purposes to garner globally minded potential students. Of notable interest to higher education institutions are previously atypical international destinations for students such as China and select countries in Africa ("Most Students Studying Abroad," 2016). Such hopefully successful exposure of students to

international milieus begins their development of awareness, sensitivity, and skills so critical to demonstrating intercultural effectiveness in seasoned global business leaders. Employers are increasingly looking for degreed applicants who have international, language, and cross-cultural experiences—all corresponding to the increased globalization of businesses pursuing markets outside of the headquarter country. Ultimately, higher education institutions seek to continue their current trends of internationalizing their academic programs, curricula, and student experiences.

Implications for the C-Suite: Focus and roles. The dearth of global business leaders skilled in the intercultural domain is a key concern for select members of the C-suite. However, there first needs to be markets in which these skilled global business leaders operate. Primarily, a global business CEO is most likely kept awake at night by the challenge of how to expand markets to a more global, or Southern, tilt (Charan, 2013). The complexity of influencing key organizational stakeholders preoccupies the CEO who must make the business case of the longer-term strategic and financial benefits of expanding overseas. At this stage, CEOs rely on foresight, analysis, and decisiveness when pursuing global expansion (Charan, 2013).

Once the company has expanded into more overseas markets, the chief human resources officer (CHRO) then must source the global talent to staff those markets. Exactly where to source the talent leads the CHRO to a build or buy strategic mix to operationalize how he/she will find qualified global business leaders. The CHRO faces a few internal challenges to the talent build portion of his/her strategy. In many cases, the CHRO is kept awake at night by the relatively low eagerness of internal staff to be globally mobile. For example, many global leaders simply do not want to work or move

overseas, for myriad reasons. Strategically, the CHRO must first augment the number of globally mobile leaders in the organization. Once this cadre of globally mobile leaders is increased, she can focus on staffing them in overseas roles. Simultaneously, regarding her global talent development strategy, she can launch internal global leadership development programs to ensure global business leaders are interculturally skilled to meet the challenges of their roles. An additional strategy for rapidly developing intercultural skills in emerging global leaders is to leverage temporary assignments to overseas locations for project-specific work. In some cases these assignments are six months long or less.

The C-suite often ascended to their roles due to their own finely tuned career management abilities. It is rare that a C-suite member has not had significant global business experience; in many cases they were promoted because of it (Charan, 2013). Beyond the aforementioned role-specific duties of the CEO and the CHRO, they and their C-suite peers can act as career champions for emerging leaders by mentoring and coaching future global business leaders. The relational aspect of global leadership development is critical and can positively influence more internal emerging leaders to be globally mobile and therefore open to relocating for overseas assignments.

Implications for experienced global business leaders. Spitzberg and Changnon (2009) noted that intercultural competence development is an ongoing process, and as such it is vital that global business leaders have the opportunity to reflect on their own intercultural skill development at regular intervals. Global business leaders in this study acknowledged that reflection on past learning is an important practice, albeit more rare these days given the higher performance demands placed

upon them. This study gave global business leaders an opportunity to reflect on the progress of their intercultural skill development.

Since intercultural skill development stems from adopting certain attitudes and expanding one's knowledge, it can be argued that global business leaders find this effort requires a significant personal investment. As such, they are keen on achieving tangible outcomes for the company, for teams, and for themselves. In the Deardorff pyramid model of intercultural competence, Spitzberg and Changnon (2009) cited two outcomes. First, global business leaders achieve a desired internal outcome whereby they develop a better "informed frame of reference [or] filter shift" (p. 13). Global business leaders became more adaptable, flexible, empathetic, and had a more ethnorelative view of the world. Secondly, as a result of becoming more skilled interculturally, global business leaders accomplished a desired external outcome, which Spitzberg and Changnon (2009) noted in the Deardorff pyramid model of intercultural competence as "behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills and attitudes) to achieve one's goals to some degree" (p. 13).

Further, the findings of this study can help to crystallize with experienced global business leaders the areas on which to focus to continue developing their intercultural skills. These intercultural content areas can provide them equal parts affirmation, correction, and inspiration, fueling their desire to be even more effective in their roles. With so few fully seasoned global business leaders and coaches who can keep pace with the complexity of global business, this study can provide the awareness and encouragement that they have been succeeding in the intercultural domain.

Implications for emerging global business leaders. With the Millennial Generation occupying more high-level global business leadership roles, they are increasingly managing large-scale projects with numerous co-located, multicultural team members. It may be safe to conjecture that global company executive teams are kept awake at night not knowing whether or not their current and emerging global business leaders have the requisite mindsets, skillsets, and toolsets to be effective in their roles. To bridge this workforce shift from one generation to another, many companies are currently engaged in a comprehensive knowledge management and skill transfer between seasoned and less seasoned employees in the areas of leadership skills and technical acumen. This study and its findings seek to be a key resource for emerging global business leaders by developing the insight into intercultural skills and how it can accelerate their own leadership development. Although the study begins with conceptual insights, the researcher hopes that with its focus on strategies and practices, emerging global business leaders can be better informed as they develop their personal leadership practice through experiential learning on the job or through internal mentoring and coaching programs. It is hoped that emerging global business leaders would also benefit from intercultural mentoring and coaching as a critical component of formal internal global leadership development programs.

Implications for human resources leaders. This study may be important to internal company human resources leaders who source, identify, and develop global leaders. Trompenaars and Wooliams (2009) noted there is "considerable pressure on human resources to make good decisions in recruitment" (p. 442). Such pressure applies whether the hire is external or for internal placements in global short- or longer-

term assignments. For many firms, their global recruitment strategies involve the use of assessments. What alarms Trompenaars and Wooliams is the continued use of outmoded assessment models that ignore intercultural conceptual and skill factors that are critical in determining whether a global business leader will be effective in his/her challenging role. Thus, internal human resources leaders can use this study's findings to better inform the sourcing of global leaders for internal mobility and relocation assignments. Of particular value is the study's rich data on intercultural skill development that can inform internal global competencies to not only hire but also identify and develop future cadres of internal global business leaders. Succession management, formal global leadership development programs, and executive coaching efforts are additional internal human capital services that can be positively informed by these strategies and practices for developing intercultural skills for the benefit of current and emerging global business leaders.

Implications for global leadership development coaches. As internal human resources leaders grapple with sourcing, identifying, and developing cadres of global business leaders, they have help from an additional resource: internal or external executive coaches who specialize in global leadership development. Hence, the researcher proposes this study and its findings to be of potential benefit to this last audience. As noted in Chapter 2, the twin development strategies of executive coaching and intercultural skill improvement have similar processes—uncovering mental models and deeply ingrained patterns, challenging assumptions, and trying new ways to problem solve with real world application (Handin & Steinwedel, 2006). Complementing formal training, Mendenhall et al. (2013) affirmed that global leadership

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development can best be implemented by using expert coaches. Global business leaders focused on goals, task accomplishment via effective team leadership, and reflection while on the job may appreciate the similar approach executive coaches use when developing these same leaders. The reflective and confidential aspects of the coaching work and relationship can accelerate professional growth and development.

Researcher's Observations

By way of reflection, there are numerous observations this researcher would like to make at the close of this study. First, the study and its findings remained true to the optimal research methodology the researcher chose: phenomenology. Repeating Creswell's (2003) words originally presented in Chapter 3, phenomenological research "identifies the 'essence' of human experiences concerning" (p. 15.), in this case, global leaders developing intercultural skills. The essence of their experiences was evidenced by individualized leaders' stories representative of global leadership effectiveness.

As further evidence of participants providing a thorough snapshot of global leaders that are clearly effective in developing intercultural skills, the researcher noticed that all participants had been operating from an ethnorelative approach to intercultural understanding, communication, and navigation. In his intercultural sensitivity model Bennett noted that it is rare to find leaders who are ethnorelative—valuing, seeking out, and learning from all cultures equally as opposed to filtering everything through one's own cultural bias. To the leader, the researcher observed that participants were highly aware, sensitive, and adaptive to intercultural contexts, situations, and people.

As it related to measuring their effectiveness, the participants highlighted the primacy of team strength as a lasting indicator of their own success. There was a clear

preference for this measurement over any tangible business metrics, functional improvements, or process work. Further, it was discovered that the global business leaders' own personal transformation was a secondary success metric. This intrinsic measure of success showed the tangible result that participants valued over monetary rewards, career advancement, or other external rewards that typically define corporate success.

Recommendations for Future Research

Although this study provided new findings and it is hoped made a solid contribution to the burgeoning research on global leadership and intercultural skill development, the researcher acknowledges that additional opportunities to advance the research are possible. These are described subsequently:

- Conduct an additional study of global leaders' strategies and practices in developing intercultural skills; however, add the elements of prevailing company culture or values and their influence on global business leaders working globally. Would company culture and values impact the strategies and practices of global leaders, showing differences among companies in the same business vertical or among different business verticals? There may be influence and cross-pollination between intercultural norms global business leaders are experiencing and their own companies' cultural values. Certain intercultural norms may be prioritized by leaders based on their alignment with company values.

- Conduct a comparative study of global business leaders developing intercultural skills, delineating the groups between those over 30 and those

under 30. What impact would generational needs and approaches have on strategies and practices of global leaders in developing intercultural skills? The Millennial Generation and Generation Z, having grown up with technology, may experience intercultural skill development differently than preceding generations.

- Conduct a new study in which the participants hail primarily from collectivistic cultures, rather than the predominance of participants originating from individualistic cultures, as was the case with this study. Would there be new findings or priorities among global business leaders whose national origins have a collective cultural dimension? While the findings may be similar, it is supposed that their priority may be different for leaders hailing from collectivistic rather than individualistic cultures.

- Conduct a new study in which participants are internal global human resources executives responsible for sourcing, identifying, and developing current and emerging global business leaders. This study deliberately excluded from its participant criteria human resources functional leaders. Would internal global human resources leaders identify new findings or prioritize them differently as a result of their functional lens? Internal global human resources support the organization and, as such, may have a different focus on what strategies and practices global leaders would highlight to develop intercultural skills. Such a viewpoint would be substantiated by significant organizational talent data to which internal global human resources leaders have access.

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- Conduct a new study in which participants are sourced from a global

  technology company. Since technology is a key driver of globalization,

  perhaps participants would provide new perspectives on global leaders in

  developing intercultural skills. Would global technology executives offer

  significantly different findings to developing intercultural skills than executives

  in other industries? Since technology companies typically have distinctly

  different organizational cultures, it is assumed that they would look at

  intercultural skill development among global business leaders differently than

  other industries.

Final Thoughts

Being an effective global leader working effectively in the intercultural domain

provides for manifold intrinsic and extrinsic benefits. For many, it is a lifelong pursuit

that begins with intercultural exposure to the new and different, inciting the curiosity,

openness, and learning inherent to their current success on the global stage. At

whatever point global business leaders discover and engage in intercultural skill

development, professional and personal transformation ensue.

The site and participants for this study represented A-list leaders from a Fortune

500 company. Their experiences provided a not insignificant snapshot of current

strategies and practices global leaders employ in developing intercultural skills. The

leaders' own reflective accounts of their intercultural skill development and effectiveness

in the global space contribute to a current and unique constellation of mindsets, skills,

and toolsets needed for them to succeed.

However, in this company and others contending with globalization and its forces of transformation, global business leaders face even more arduous responsibilities as a result. In his clarion call to action, P1 noted, "Yesterday's skill set is today's baseline" (personal communication, February 24, 2016). Ultimately, global business leaders with highly developed intercultural skills can make a lasting positive impact on their companies, their teams, individual team members and, most importantly, themselves.

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APPENDIX A

IRB Approval

PEPPERDINE

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 16, 2016

Protocol Investigator Name: Edward Van Luinen

Protocol #: 16-01-165

Project Title: Global Leadership: Strategies and Practices to Develop Intercultural Skills

School: Graduate School of Education and Psychology

Dear Edward Van Luinen:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your 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 46.101 that govern the protections of human subjects.

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 an amendment to the IRB. Since 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 IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the 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 IRB as soon as possible. We will ask for a complete written explanation of the event and your written 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 IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

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APPENDIX B

E-Mail Request Script to Leaders to Participate in this Study

Global Leadership: Strategies and Practices to Develop Intercultural Skills
Edward van Luinen, Doctoral Candidate, Organizational Leadership

Each human subject participant was afforded all of the information and support as directed through the Pepperdine University and Professional School Institutional Review Board. Each subject was invited to be part of the study using the recruitment script. Informed consent was obtained from all subjects after a thorough explanation of the study, the fact that the interview would be recorded, and how the data collected would be used.

Hello xxx:

I am Edward van Luinen, xxx at xxx. Concurrent to my professional role at xxx, I am a doctoral candidate in organizational leadership at Pepperdine University here in Los Angeles.

For my dissertation, named "Global Leadership: Strategy and Practices to Develop Intercultural Skills", I have received official permission from xxx to interview xxx to find out what makes them effective in their global company business roles. According to pre-determined criteria and / or a professional reference from xxx, I received your name and would like to request a one-hour face-to-face interview with you between xxx dates range at your office. This interview request is entirely optional; is based on your interest and availability; and guarantees your complete anonymity in the study's findings. Please reference the attached Informed Consent for Participation in Research Activities document for additional detail.

Please let me know of your interest in participating and I can arrange for a date and time that works best for you. I'm happy to provide additional detail as well if it is helpful. Our interview time will be relaxed and provide an opportunity for you to reflect on what has made you successful as a global xxx business leader to date.

Thanks and best,

Edward van Luinen

APPENDIX C

Research Questions and Corresponding Interview Questions

Table C1

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
1. What challenges do global leaders face in developing intercultural skills?	1. What aspects of effective global leadership keep you up at night? 2. Based on your experience, what is difficult about becoming an effective global leader?
2. What common strategies and practices do global leaders engage in to develop intercultural skills?	3. What does effective global leadership mean to you? 4. How would you describe your global leadership style? 5. Share with me an example of when you demonstrated outstanding global leadership? 6. Does your leadership style change based on different situations and followership? How so? 7. What global leadership responsibilities provide the best opportunity to develop intercultural skills?
3. How do global leaders measure their success in developing their intercultural skills?	8. How do you measure global leadership success?
4. What recommendations do global leaders have for emerging leaders who wish to develop intercultural skills?	9. What experience was the most helpful to develop your global leadership? 10. What advice do you have for future global leaders?