Global Leadership: Reality or Myth Still in the Making?

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Session Outline

1. Introduction and Reflection Exercise
2. Leadership Theories
3. Cultural Identity, Values and Norms
4. Global Leadership: A Definition
5. Reflection Exercise
6. Discussion
Session Objectives

Explore impact of social, cultural and national context on leadership development.

Understand the value of transformative, context-based leadership.

Learn methods to practice mindful leadership in teams.
The Self of Leadership

• What is your cultural identity like?
• Exercise: Draw a matchstick image of yourself and write down all the things that are important to your cultural identity.
Debrief & Discuss

• What did you find out about yourself?
• Did anything surprise you?
• How do you think this might inform your leadership?
What *is* Global Leadership?
Considerations

• If leadership is informed by values, norms, and behaviors, what does global leadership look like?
• How do ethnicity, race, gender, and multiculturalism play into this? (Explore value constructs)
• (Table discussion)
[Title pending]

• Communication, Cultural, Global, Competence, Sensitivity, Adaptation
Why the Confusion?

trans-cultural communication
international communication
cross-cultural communication
intercultural interaction
biculturalism
cross-cultural awareness
intercultural sensitivity
multiculturalism

global competitive intelligence
intercultural cooperation
global competence
cultural sensitivity
cross-cultural adaptation
cultural competence
effective inter-group communication
international competence
communicative competence

Source: Alternative Terms for Intercultural Communicative Competence (Adapted from Fantini, 2006, Appendix D)
Proposition

• Until Global Leadership theories are tested across cultures, intercultural competency theory helps to inform leader behavior in global context

• As we approach global leadership theories we should consider what we can learn from psychological and socio-psychological theories and their applicability across cultures
Intercultural Framework Model

Cognition

Perception, learning & reflection

Identity

Negotiate interaction & create social relations

Behavior

Emotion management & coping

Affect

Source: Vera Varhegyi and Stephanie Nann
Personal Investment Theory

Question

How do you think your “sense of self” informs your leadership behavior?
Identity, Values, Motivation

- Sense of Purpose: our investments and efforts
- Sense of Self: our values, beliefs, motivation
- Socio-cultural Context: roles, norms, priorities

Leadership
Leadership: Uncovering Values

10%
What we can observe, such as societal structure, languages, gestures, food, and the “how” we do something

90%
The “collective”: values, believes, our ideals for justice, authority, social status and class, gender, religion, etiquette, history, and the “why” we do something
The “Why” of Leadership

• **Why** do people behave the way they do?
• How does upbringing and prior experience **inform** a person’s behavior?
• Recognizes how values and norms **guide** human behavior across cultures
• Gives meaning to **diversity** of values
Leadership, Identity, Behavior

• Leadership starts from knowing one’s self
• Leadership requires an *intra* “me” perspective as well as *inter* “relationship with others” perspective

What works in one sociocultural context might not work in another context.
The Limits of Western Theories

• Current leadership theory development still focuses too much on Western thought

• **Exercise:** List what you think the some of the limits of Western-focused leadership theories might include.
A Few Limits...

- Gender bias
- Race and ethnicity bias
- Individualistic
- Focus on behavioral outcomes
- Focus on universal traits
- Do not explain the “why” of leadership
Global Leadership as Intercultural Leadership

The Mindset – Cognitive Dimension
• Developing cultural self-awareness

The Skillset – Behavioral Dimension
• Adapting and managing social interaction

The Heartset – Affective Dimension
• Tolerance for ambiguity and risk-taking
Questions & Comments

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