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Grasping Global Leadership Practice - Tools for "Next" Practice

Nielsen, Rikke Kristine; Lyndgaard, Danielle

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GRASPING GLOBAL LEADERSHIP

– TOOLS FOR "NEXT PRACTICE"

RIKKE KRISTINE NIELSEN WITH DANIELLE BJERRE LYNDGAARD

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FOREWORD

Denmark needs strong and healthy companies that can thrive in a globalized world. A key requirement for success is for these companies to have leaders with the right skills – skills that match the complexity that characterizes our globalized world. And skills that enable the leaders to exploit the opportunities that are constantly arising across national borders.

To stimulate the development of global leadership skills in Danish companies, the Danish Industry Foundation has been supporting a project over the last five years which focuses on the global leadership skills that we need, now and in the future. The project has been run in close collaboration with the Confederation of Danish Industry, Copenhagen Business School and a number of Danish companies that have some experience of leadership on the global stage. The stimulus for the work was a study of companies' attitudes to and experience of global leadership. One conclusion from this was a need to gain a deeper insight into the leadership skills that are vital if we are to do the best we can as global leaders. The project therefore set out to analyse the leadership skills that are crucial to success on the global stage and to support the development of tools that can be used to promote these skills in the companies. And finally, one of the success parameters for the project was that the knowledge produced should be widely disseminated, with a view to fostering greater competitiveness in Danish companies.

This book is a summary of the knowledge and experience gained in the project, based around the tools developed to support the growth of global leadership skills in Danish businesses. All of the tools are based on concrete experience from Danish managers operating at a global level. Another common feature is that the tools are user-friendly when they come to be implemented in practice. The tools focus on leading people in a globalized world, whatever sector they are working in.

The intention of the book is to offer inspiration and methods that can help Danish managers and companies to succeed in a global setting, regardless of where in the world they happen to be. So the book is not a cultural guide to effective leadership in specific parts of the world, but a source of good advice in a broader perspective. The tools in the book are therefore valuable whatever the national context in which they are used.

Our hope is that the book will give managers further inspiration and the strength to grasp the opportunities for success that a globalized world represents, and which Danish companies depend on to maintain development and growth in their businesses and in Danish society.
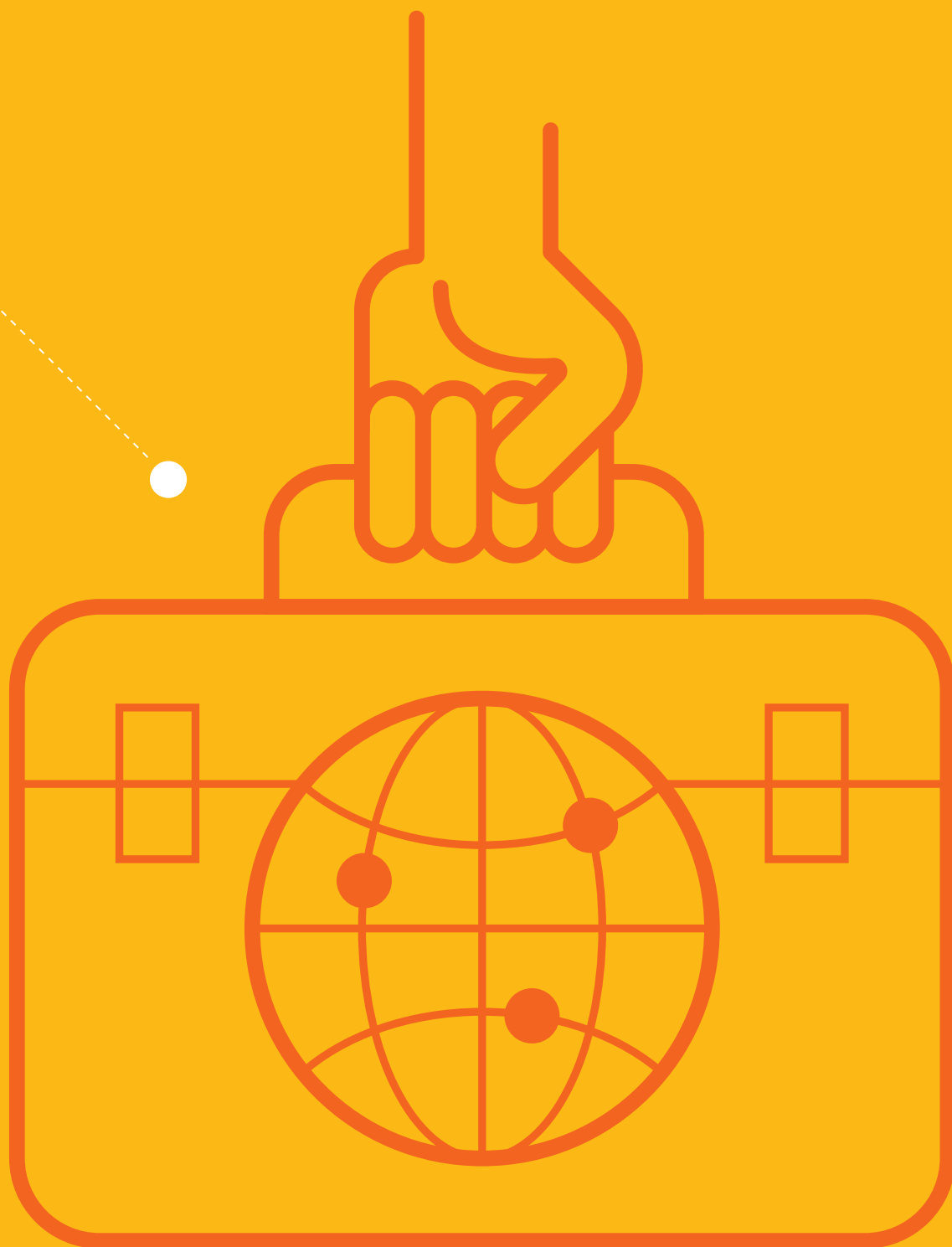
Mads Lebech, Chief Executive of the Danish Industry Foundation

Thomas Bustrup, Director of the Confederation of Danish Industry

Flemming Poulfelt, Professor and Vice Dean, Copenhagen Business School

REACHING INTO THE GLOBAL LEADER'S TOOLBOX

– HOW CAN YOU USE THE HANDBOOK?

REACHING INTO THE GLOBAL LEADER'S TOOLBOX – HOW CAN YOU USE THE HANDBOOK?

The collection of tools in this handbook does not pretend to offer a comprehensive guide, where you start on page 1 and finish on the last page, ending up with a big roadmap for global leadership. Rather, the collection of tools should be seen as a reflection of the process that people with a knowledge of and interest in global leadership from their own practice and/or research have created in the Global Leadership Academy. The first chapter provides a general introduction to global leadership and the work of the Academy in this area, and can be taken as an appetizer and "user's manual" for the rest of the handbook, which covers these 12 tools:

TOOL 1:
The five key elements of global leadership – "global warm-up" and icebreaker

TOOL 2:
Your global mindset – clarification tool

TOOL 3:
The four obstructions in global leadership – your "global leadership manifesto"

TOOL 4:
Four leadership roles in a global context

TOOL 5:
Paradox navigation in global leadership

TOOL 6:
Your global leadership style – alignment or diversity-oriented

TOOL 7:
Virtual collaboration and distance leadership

TOOL 8:
Trust and conflict in global collaboration

TOOL 9:
Your global leadership GPS – the seven dualities

TOOL 10:
Strategic global mindset – the keyhole model

TOOL 11:
Global activation – maintaining the global readiness to learn

TOOL 12:
Fact or fiction – nine myths about global mindset competence

It is a matter of taste whether you prefer five golden rules that can be adapted to the context or many different tools that fit many different situations. In this book we have opted for the "Swiss army knife model" with lots of tools gathered together, as our experience is that it can be easier to get a grasp of global leadership if you take it piece by piece. You start where you feel the shoe pinching or where you are on the lookout for fresh ideas, then work forward from there.

For example, someone who uses the individual global mindset tool (tool 3), may become curious about the crucial role of building trust in distance leadership and be encouraged to move on to the tool that helps with conflict and trust in global leadership (tool 8), which leads into a third tool, and so on. In this sense, the tools do not compete among themselves; on the contrary, our hope is that they can complement each other and that they can be used individually without you having read the rest of the book.

The choice of tool has thus been governed by an ambition to capture what have struck us in the lifetime of the Academy as the most challenging, usable, thought-provoking and inspiring ideas. There is both harmony and dissonance between these covers, in the expectation that other companies and practitioners outside the Academy will be able to identify with them and adapt them to their own practice. We have also

given pride of place to new insights, including new knowledge produced specifically on behalf of the Global Leadership Academy.

Each tool is introduced with a fact box which explains **why** it is worth using the tool (what situation or problem does it address?), **what** the tool consists of (content information), and **who** should use the tool and **how** (is it to be used alone or together with other people?). In many cases there is a direct link to further material on the Global Leadership Academy website, which can be downloaded and used free of charge.

The primary **target group** for the tools are **global leaders**. HR professionals and others concerned with global competence development also contributed to the work of the Academy, took part in our workshops and provided input to the research projects that we conducted. **HR professionals** play an essential role in global competence development, particularly where their activities are designed *together* with global leaders – which also requires the leaders to see themselves as frontrunners in these efforts. Several of the tools therefore directly address how they can be used by leaders in collaboration with HR professionals.

HOW DO THEY KNOW THAT?

In an age of "fake news" it is vital to be clear about where knowledge comes from and what it is based on. One of the advantages of generating shared new knowledge in a consortium which takes in both practice and research is that many different voices get a hearing. The research points to blind spots in practice, while practice highlights completely new developments and challenges which the more slow-moving academic world has not yet taken on board. Like the Academy itself, this book is a hybrid, in that knowledge from research is put into practice while practice triggers fresh research.

If you want to know more, all of the tools end with a fact box giving references to the research projects, activities and articles on the subject on

which the specific tool is based. An overall list of the Academy's activities and publications can be found at the back of the book, and you can also find out more about the Academy's activities and publications at di.dk/gla. If you have any questions or comments on this material, you are welcome to contact the Global Leadership Academy in the person of senior consultant Danielle Bjerre Lyndgaard, dbl@di.dk, or Assistant Professor Rikke Kristine Nielsen, rikkekn@hum.aau.dk, who will also be happy to hear more about how the tools in the handbook are being used, and with what result.

We wish you every success in your global work.

GRASPING GLOBAL LEADERSHIP PRACTICE

– TOOLS FOR GLOBAL LEADERSHIP IN PRACTICE

GRASPING GLOBAL LEADERSHIP – TOOLS FOR GLOBAL LEADERSHIP IN PRACTICE

"Sheer luck beats bad leadership any day
– but you may be running out of luck ..."

(Global leadership development professional
quoted in Nielsen & Nielsen, 2016)

There is nothing to beat good luck – and good fortune certainly helps in most aspects of life. There are those who believe that global leadership is a matter of luck, but the vast majority adhere to the view that you have to make your own luck by devoting your attention, time and other resources to being better, getting to know more – and quite simply practising. Both to stay at the head of the field and to deal with setbacks when your luck runs out.

The idea that it helps to know more, to seek new ways forward and not least to learn from other people – not just for individual global leaders but also for companies operating at the global level or for Danish competitiveness in the global marketplace – was the trigger for establishing the Global Leadership Academy (GLA). The Global Leadership Academy started up in the spring of 2012 as a knowledge partnership supported by the Danish Industry Foundation through the Confederation of Danish Industry, Copenhagen Business School and nine Danish multinationals. In a 2010 survey of members of the Confederation, the respondents indicated that handling

global collaboration and increasing complexity was one of the biggest management challenges that they faced (DI, 2010). The mission for the GLA was therefore to work together to explore, identify and develop critical global leadership skills; the vision for the project was to use these findings to develop organizations and leaders who can operate successfully and effectively in the global supply chain.

This handbook takes stock of the Global Leadership Academy's work so far from a Danish standpoint, and summarises the new and practical knowledge which has emerged from this in the form of 12 tools for global leadership. However, the book is not the end of the story but rather an interlude, as this toolbox is now being offered to anyone with an interest in global leadership, and we hope that the learning produced in the Academy will live on and bear fruit in many Danish companies.

We will now share some of the key considerations and general challenges arising from efforts to optimize global leadership, as they have emerged through the work of the Academy. This is followed by an introduction to the collection of tools and a user guide to explain how global leadership can be understood and grasped using the tools in the book.

WHAT IS GLOBAL LEADERSHIP? WHO ARE THE GLOBAL LEADERS?

"Global leadership is a transformational learning experience, wherein new ways of thinking and behaving occur through fundamental shifts in paradigm."

Claus Valentiner, Adjunct professor,
Executive-in-residence, CBS

This handbook is concerned with global leadership as "globalized leadership", i.e. leadership in a specific context characterized by strategic

and cultural complexity and spanning mental, organizational and physical boundaries. Global leadership has traditionally been spoken of in connection with staff being posted abroad by their (typically large) companies. With increasing globalization of markets and work processes, the "multicultural society" and collaboration across companies, should we now question whether the distinction between local/national and global leadership should be removed? The

word "global" suggests that this is something you only run into by going abroad. But this is by no means always the case – perhaps even more the exception than the rule. Collaboration across cultural, mental, organizational, professional and geographical boundaries is a matter of course for many managers and employees in both small and large companies, and there is a need for global, boundary-spanning leadership even where you do not need to take your passport. A major European survey run from Denmark concludes, for example, that *"companies choose different approaches when setting up their organizational frameworks for global collaboration, but more and more managers and employees find themselves in complex cultural environments"* (Gertsen, Søderberg & Zølner, 2012, p. 3).

The number of managers and employees in Denmark "affected by globalization" is growing, and the complexity is increasing – but there is little or no agreement as to what "global" actually means and what we should make of it. The research into global leadership is here completely in line with the experience of global leadership practitioners, who use the term "global leadership" to describe very different working environments, roles and tasks. A good pointer, based on some of the most central research into **global leadership**, is the following definition, which describes it as:

"a process of influencing the thoughts, attitudes, and behaviors of a global community to work together synergistically toward a common vision and common goals"
   (Osland, Bird, Mendenhall, Osland, 2006, p. 204).

By extension, **global leaders** may be seen as:

"Global leaders are individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity."
                               (Mendenhall, 2013, p. 5).

Global leadership does not alter the fact that there is a need for familiar management disciplines such as situational leadership, lean management, performance management, team management etc. But the global element adds a level of complexity to the business of leadership, which makes "everyday" management into the foundation that the global leader stands on and adds further dimensions to. What characterizes and distinguishes global leadership from local management is precisely the fact that leadership has to be exercised in a particularly complex setting and under specific conditions that depend entirely on the context in which the company operates on the global market. Much of the interest in global leadership thus centres around the handling of specific elements, or a differentiation of global leadership tasks and roles as a way of getting to grips with the concept on a practical and a theoretical level. Another approach which has attracted a lot of attention is the idea of a "global mindset", which is a general readiness to tackle global complexity, and which will crop up many times in this handbook.

GLOBAL LEADERSHIP – LEADING WITH A GLOBAL MINDSET

"Global mindset is being comfortable with being uncomfortable in uncomfortable places."
        (Anonymous global leadership practitioner, US Academy of Management 2010 Annual Meeting workshop).

A global mindset is the capacity for mental "multi-context-tasking" and agile adaptability in a complex global role – a kind of umbrella competence which the other sought-after global skills are coloured and enhanced by:

"a manager with a global mindset understands the need for global integration and local responsiveness and works to optimize this duality. The global mindset includes an appreciation for diversity as well as homogeneity and openness to learning from everywhere."
                                 (Pucik, 2006, p. 88).

Research indicates that the development of a global mindset, both as an individual management skill and as an organizational

competence, is desirable in global leadership, because it enables global organizations and their managers to build bridges between local conditions and the company's own global experience and capabilities. And this ability to look beyond specific contexts appears to be key: *"It's funny because now my brain is shifting between the US, Czech Republic, Hungary, Denmark, and I can tell you that the advantage that I have now as opposed to having had only the Danish experience is that it brings a perspective to my job saying 'when you do something make*

sure to double check that these guys are happy'." (Storgaard & Skovgaard-Smith, 2012, p. 32).

Although a "global mindset" boundary-spanning competence may seem appealing, it does raise a number of other questions: Is a global mindset the same for all businesses? Should all managers display a global mindset in the same way? And, not least, how much is "enough" – and how much is too much? These questions were at the heart of the Academy's work and apply to all of the tools presented in this handbook.

WHAT MAKES THAT SO SPECIAL?

A fundamental assumption when we work on global leadership is that it is different from e.g. Danish leadership, local leadership or leadership in general. However, opinions on this have differed widely, and there are good arguments both for and against. If we take the broad-brush approach, we might say that neither the inexperienced nor the most experienced global managers typically find it helpful to talk about global leadership as something special. The very seasoned among them have gathered so much experience that distinctions that stood out clearly at the beginning of their careers can now be viewed more from above, where the similarities may be more obvious. The less experienced have not yet got to grips with the substance, do not have a clear idea of the level of detail and complexity, and do not see the differences. For those managers who find themselves between these two extremes, our experience suggests that it makes good sense to talk about global leadership as something special, possibly because many management careers start off in Denmark and only later take on international or global dimensions.

If we look across the activities of the Global Leadership Academy, the distinctive and particularly challenging nature of global leadership can be summed up in a number of dualities which have been recurring themes across research projects, networking meetings and conferences:

1. Leader vs organization: Global leadership as an individual or a collective/organizational competence – and how do they fit together?

2. "Both-and" or "either-or" ... or both of these? Reconciling the irreconcilable: global vs local, standardization vs differentiation, integration vs local adaptation, HQ vs subsidiary etc.

3. Corporate structure and/or national culture: Can values-based on a strong corporate culture be a guiding principle for the global organization and build bridges over cultural and other divides?

4. Global leadership – "one size fits all" or situational: What does the context mean for global leadership? Are there any general principles?

5. Personal vs task focus: Are global leaders special people who can be best understood by looking at personality traits, or does it make more sense to look at their tasks and roles?

6. Global leaders and/or global HR professionals: Those practising global leadership and the people aiming to facilitate its development take a different view of the matter

7. "Corporate Danglish" vs mother tongue: English and other foreign language skills are something we do not discuss enough – they are assumed to be in place, but we are often mistaken

8. The Danish background – ballast and/or benefit: Is a Danish background an advantage or a disadvantage to a global leader?

9. Intercultural skills vs general boundary-spanning competence: Cultural differences are important – but perhaps not the most important differences in a global role characterized by all kinds of diversity

10. Closeness and distance: Virtualization and matrix organization as a breeding ground for virtual collaboration and communication methods/channels in the global working environment – how can we create a sense of closeness at a distance?

Based on these ten issues, we assume in this handbook that it *does* make sense to talk about global leadership as something special; both

because that was the assignment given to the Academy and because it throws light on the aspects of global leadership that are felt to be challenging. Global leadership does not alter the fact that managers have to assess performance and develop their staff, but the process may be changed – particularly if you have been used to performing your management role in a more local and familiar setting. The fact that managers and staff are physically separated from each other does not change the fact that teams have to find common ground and communicate effectively with each other, but the ways of communicating effectively and finding common ground may vary – and differ from what you are used to.

”IT'S OK TO BE A LITTLE BIT GLOBAL”

Danish managers may not necessarily make a show of their global work; often they simply do not see themselves as global players. A slightly subtle but nevertheless key point from the Academy's work is in fact that it can be difficult to identify the global leaders. Many of the managers that the Academy saw as part of the target group, and on a textbook definition quite clearly operate globally, do not necessarily regard themselves as belonging to this category – or as one global leader put it: *”I have two people sitting in Poland and five in India. I don't know whether that is exactly global leadership, but it is certainly a lot of trouble.”* (Global leader at Global Leadership Academy seminar, August 2016).

The population of ”global leaders” in Denmark may be masked by a kind of ”underreported globality”, so that the true number is much larger than we can perceive at first sight. We can only guess at the reason for this, but it may be down to a kind of ”tall poppy syndrome” or performance anxiety in relation to things global – people do not like to puff themselves up and make themselves ”superior” and more global than they really are. And if you fly a little under the radar when it comes to globality, you may not need to bother so much with it or worry about making mistakes. Many Danish global leaders do not refer to themselves as ”global” but rather relate to the global dimension at the task level (not at the identity or role level) in a slightly understated way: ”Okay, so we also have some staff in Hun-

gary” or ”And by the way, I'm also involved in an international project to implement our new sales management system”.

Many Danish companies are at a watershed, where many years of international/multinational operation are moving towards more holistic governance models and ”horizontal” collaboration in global work processes, and shared ”customer journeys” across national borders call for a new kind of global partnership – however many countries the business is represented in. Critical mass in global leadership is not about the number of countries and physical borders to be crossed – it is more relevant to look at responsibilities, decision-making systems and work processes as markers of whether one is ”global”. It is striking that many of the managers that we have talked to can be characterized as ”do it yourself” global leaders, in that they have not had very much help, time or space to develop the necessary global skills. There are many different reasons for this – one of which may be that people will hardly feel called upon either to organize or to take part in global competence development activities if they do not see their own or their company's practice as global.

Denmark has many ”global enterprises”, but we do not often hear them spoken of as ”global”. The Academy's experience suggests that we can usefully discuss and work with globality in a way that makes more companies of this kind feel

included – and so motivates them to equip themselves better for the opportunities and challenges that globalization brings. Whatever we choose to call it, many managers are looking for more support and facilitation to help them to handle their leadership role in a globalized reality. Don't hang back – it's OK to be a little bit global.

GLOBALLY SPEAKING

"The worst thing was starting to work in English the whole time. I actually thought I was pretty good in English, but it is really difficult to have to write consistently fantastic English."
(Helle Thorning-Schmidt, CEO of Save the Children Denmark, Børsen, June 28, 2017).

A similar point arises in relation to language. Things are supposed to be so global, but if we are honest, many of the managers in Denmark who have the greatest development potential within global leadership are happiest speaking Danish ... And that is also true of many of the more experienced global leaders. Language is the crucial factor that we do not talk about enough. "Corporate Danglish" and "management by Google Translate" do not always offer the best basis for constructive discussions on global leadership. The globalization of management work in Denmark is at a relatively early stage of development in many companies, if we disregard the visible minority of globalization pioneers who have the size and history to have reached a level of globalization where it is not just marketing speak and wishful thinking to claim that the "company language is English".

We may note in this connection that there is a gap between the often red-hot interest in global matters among management development professionals (external/internal consultants and HR) and the language they use, and the way in which the people practising global leadership refer to it and perceive themselves. It is hardly surprising that those whose speciality or core competence is global leadership development see different opportunities and potential than those for whom "globality" is just one aspect of a wide range of challenges to be addressed. However, this division underlines the need to build bridges over this chasm. For example, a recurring observation in the Academy's work has been that global leaders are tired of what they see as an "HR problem mindset" when it comes to handling national cultural differences. These leaders recognize the importance of cultural differences, but seek a more positive approach to handling them which also covers the potential merits of their own and other people's cultural background and the possibility that "diversity makes us strong".

FROM "THE BIG CHECKLIST FOR GLOBAL LEADERSHIP" TO 12 TOOLS

When the Global Leadership Academy started up, many of the participants still expected that one of the main outcomes of the project would be to identify and produce a "checklist" with the five to ten key skills required to succeed as a global leader. We were disabused of this idea quite quickly... Instead, it became clear that global leadership is much more complex than that. Critical voices from practice will perhaps object at this point that complexity, chaos and a conspicuous lack of firm recommendations are an inevitable side-effect when researchers get mixed up in otherwise quite practical matters. However, nobody has all the answers on this matter – the term "global leadership" is something of an umbrella concept in both a practical and a theoretical perspective. So the work of the Academy has taken us further than we originally expected – in fact, so far that towards the end of the project we realized that the original mission could not be achieved in quite the way that many of us had more or less explicitly imagined at the beginning, for the simple reason that no-one any longer believed that it would be possible or meaningful to identify the five or ten critical success factors for global leadership. So "the big checklist for global leadership" ended up as a collection of 12 tools, each addressing a different, complementary aspect of global leadership, which we will elaborate on below.

FIND OUT MORE

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TOOL 1:

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP

– "GLOBAL WARM-UP" AND ICEBREAKER

TOOL 1:
THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP – "GLOBAL WARM-UP" AND ICEBREAKER

Why: If you as a leader or a leadership group have not previously thought explicitly about the challenges posed by your leadership tasks, it may be hard to know where and how to begin and end. Some people may give up altogether and simply conclude that "it's just in the nature of leadership". True enough, but there may be good reasons to raise the bar and look more at what may be special about global leadership.

What: To broaden people's horizons in this way, the Global Leadership Academy has used a "global warming" (or rather warm-up) exercise based on the model of "The five key elements of global leadership". This an experience-based dialogue tool which is used with the model as an "icebreaker" to structure and maintain the focus in discussions of global leadership, which could otherwise get side-tracked or go down blind alleys, losing the way back to the main theme that can pull all the threads together. And without a shared conception of what we are actually talking about, it will be hard to develop our global readiness.

Who: Use the model for individual reflection or with your management colleagues in workshops or team/staff meetings where global leadership and collaboration are on the agenda. You can download the model as a PowerPoint from the GLA website and use it at your next meeting.

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP – "MUST-HAVES" AND POINTS TO NOTE IN GLOBAL LEADERSHIP

The model of "The five key elements of global leadership" outlines the basic principles of global leadership, as seen slightly from above and contrasted with what we might call, for want of a better term, "everyday leadership". The point is that the five key elements can form the basis for a discussion of the necessary readiness for global leadership in the individual company or team or in the individual manager:

1. Solid leadership skills – ability to handle fundamental management tasks

2. "Glocal" mindset – ability to combine both global and local thinking and action at the same time

3. Flexibility – ability to adapt one's leadership approach and strategy to the situation and content and colleagues' background and motivation

4. An extra gear – making that extra effort to transcend and overcome mental, cultural and geographical differences

5. Self-awareness and reflection – understanding and adapting one's own leadership style to match the desired outcome and to learn from the experience gained

Each of the five elements of the model is discussed below, accompanied by questions for reflection which you can use as global "icebreak-

ers" or opening lines to kick off the debate. It is worth noting that the five elements are not sharply delimited; on the contrary, they are interconnected and influence each other.

FIVE GLOBAL KEY ELEMENTS
#1: SOLID LEADERSHIP SKILLS

An essential prerequisite for success in global leadership is for the global leader to stand on firm foundations grounded in solid management experience and to be equipped with a toolbox filled with all the tools and processes that are also used in traditional (locally oriented) leadership.
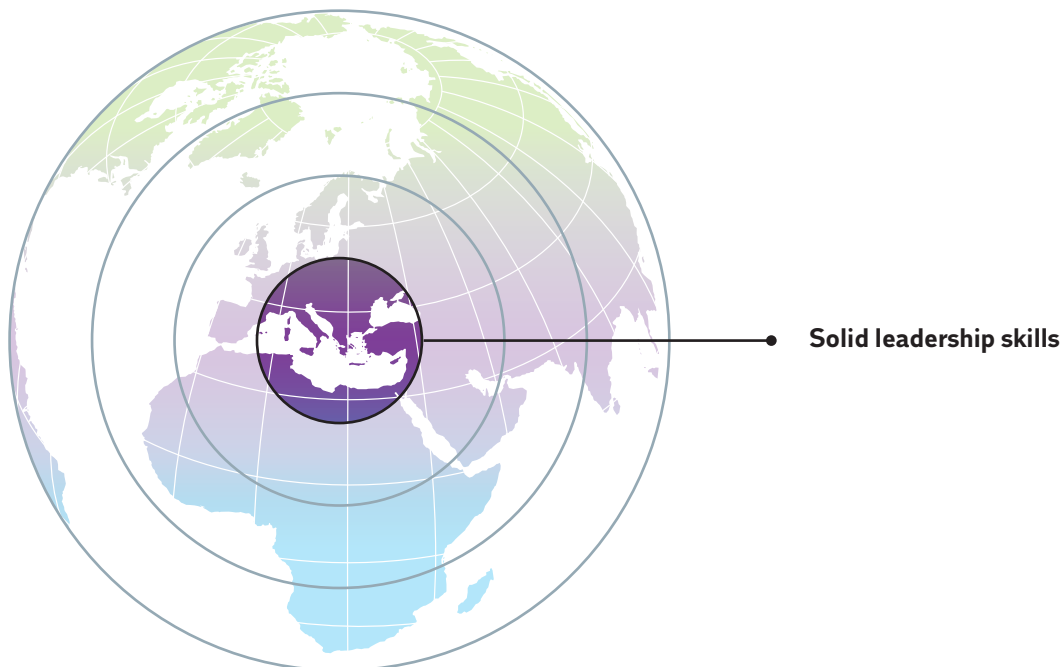
Solid leadership skills

Figure 1.1: The five key elements of global leadership #1: Solid leadership skills

This means, for example, the ability to formulate clear and understandable objectives, to follow up on employees' performance and give constructive feedback and feedforward, to motivate staff, produce resource plans, communicate, create meaning, practise situational leadership, manage relationships etc. If the global leader does not have a solid foundation to stand on, it may be hard to apply the same skills effectively and flexibly in a global context, in new and unaccustomed situations, and together with people with quite different attributes and backgrounds from the global leader him/herself.

QUESTIONS FOR REFLECTION ON STEP 1

Where are you particularly strong in the traditional leadership disciplines?

How does this help you in the business of global leadership?

Are there areas where you could usefully be even stronger?

What effect would it have on your ability to succeed in your global leadership role?

Are there role models inside or outside your organization who can inspire you?

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP
#2: "GLOCAL" MINDSET

Apart from having a solid grasp of the traditional
leadership tasks, the global leader needs to have
a "glocal" mindset, which forms the next ring
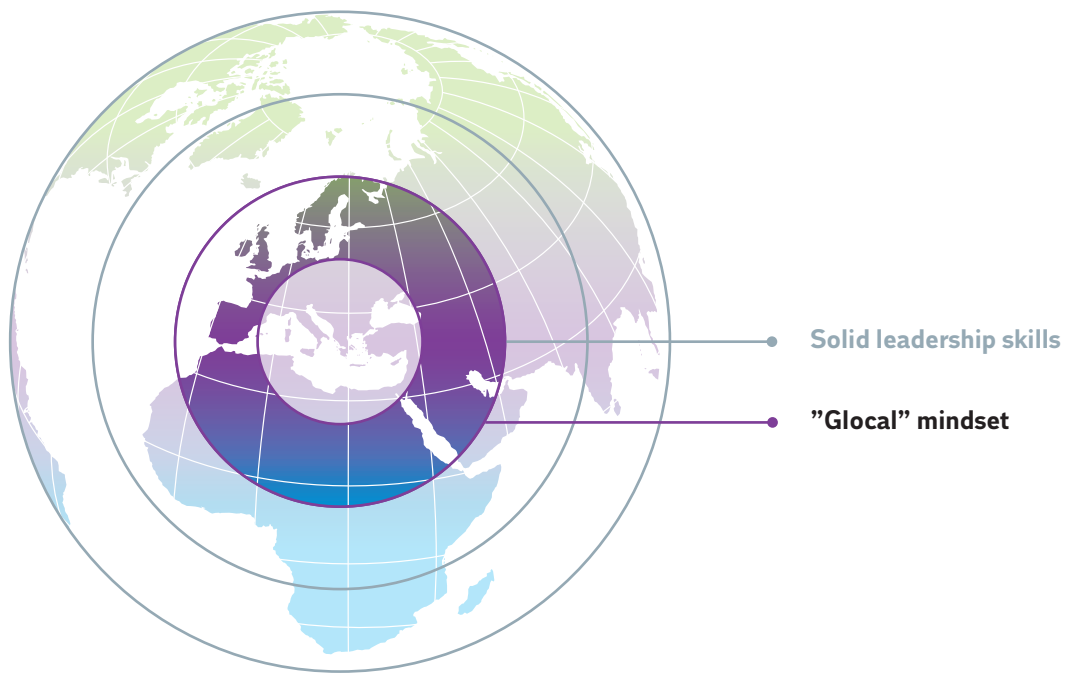around the solid leaderships skills at the centre:

Solid leadership skills

"Glocal" mindset

Figure 1.2: The five key elements of global leadership #2: "Glocal" mindset

A "glocal" mindset is about possessing a global mindset, but in such a way that the local level is also valued and acknowledged; in other words, the global leader needs to understand the simultaneous need for global integration and local sensitivity and work to reconcile this duality. This involves an appreciation of both diversity and uniformity, and a realization that innovation and best practice can emerge anywhere in the organization (and not just at head office).

Business and growth opportunities are increasingly arising in markets that may only "roughly" match the company's existing core competence/ governance model and teamworking and management practice. This creates a need to be able to handle complex and often incompatible objectives. The global leader needs to be able to overcome the paradox inherent in being able to think and act both locally and globally at the same time.

QUESTIONS FOR REFLECTION ON STEP 2

To what extent do you have a particular need to balance local and global needs and interests?

In which areas do you have a particular need to balance local and global needs and interests?

What challenges are there in striking a balance?

In which areas do you have good experience of balancing local and global needs?

What could you do differently to create a better balance between the local and the global?

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP
#3: FLEXIBILITY

Apart from a solid grasp of traditional leadership skills and a "glocal" mindset, global leaders have to be able to adapt their leadership style to produce results in many different situations and contexts. In other words, they need to be agile, flexible and adroit in the way in which they apply their leadership skills. The exercise of global leadership is generally based around the same challenges as traditional local leadership, and on top of these the global leader then faces a number of challenges that arise out of the increased complex-ity associated with the global dimension. As global leadership is not simply traditional local leadership practised in a different context, global leaders need to be constantly developing their leadership skills and mindsets. Global managers have to be able to move and navigate between different business environments and among the many different backgrounds and motives of their staff in order to get the job done. This calls for very different approaches and actions if the global leader is to succeed in this task.
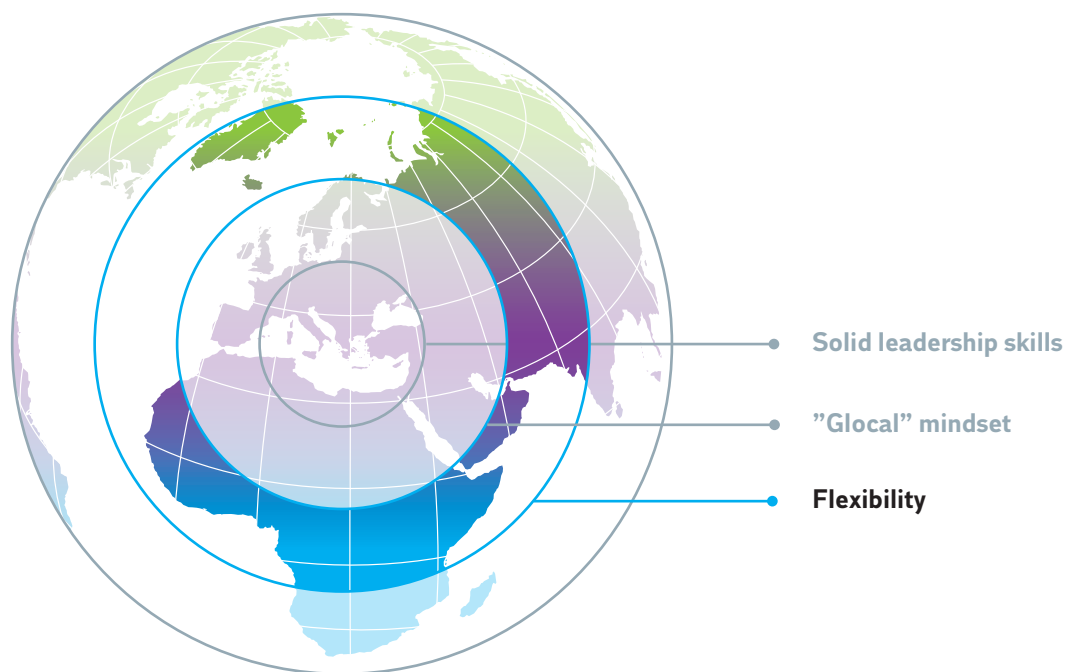

Figure 1.3: The five key elements of global leadership #3: Flexibility

As we all know, it is not necessarily the strongest or the cleverest who survive; it is the most adaptable who come through in the long run. Flexibility and agility are needed, for example, to be able to switch quickly and seamlessly between different environments, situations and demands. The point here is that the increased complexity that often accompanies the leadership role in global businesses calls for greater willingness to learn and more mental suppleness. What constitutes good leadership in one context may be disastrous in other situations.

QUESTIONS FOR REFLECTION ON STEP 3

Think of situations where you needed to display flexibility in a global leadership context.

Are there situations in which your flexibility as a leader has been particularly stretched?

What worked really well in these situations?

How can you use this to inspire you in the future?

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP
#4: AN EXTRA GEAR

Some global leaders find that they have to do more than usual to deal with physical separation and particularly to build bridges across divides in the form of time zones and different locations, cultures and objectives in the global organization. Others add that there is a need to consider one's approach and do something new and different to achieve the same result as before. In both cases, it comes down to making an extra effort, "going the extra mile" in the mental as well as the literal sense, in order to build bridges over the differences and potential chasms that make global leadership so complex:

- Solid leadership skills
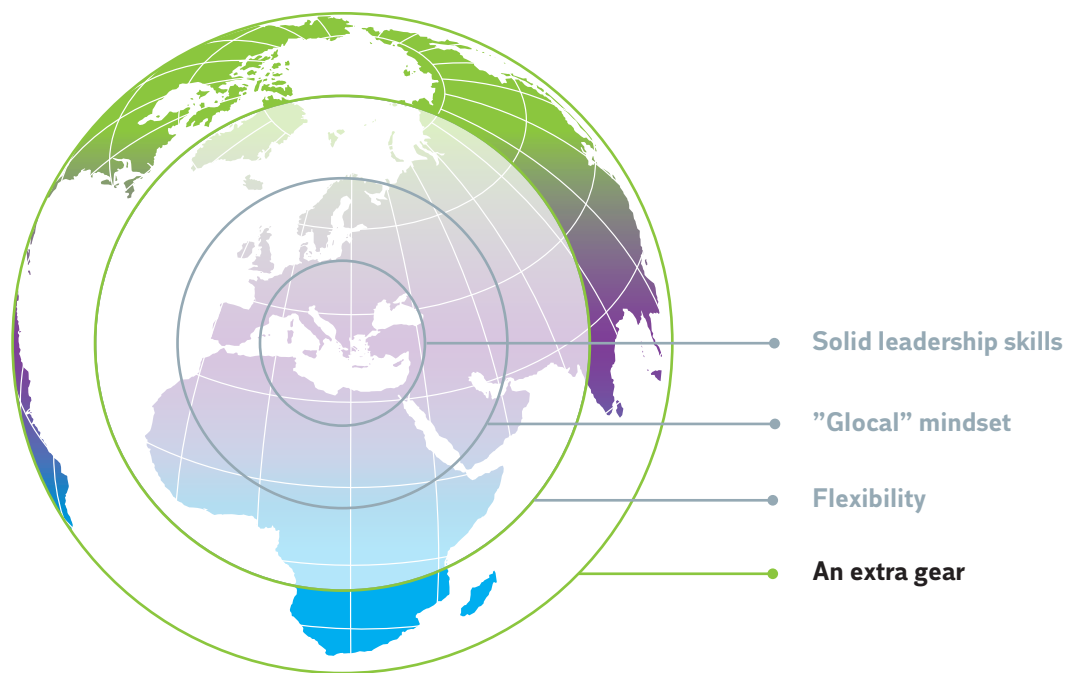- "Glocal" mindset
- Flexibility
- **An extra gear**

Figure 1.4: The five key elements of global leadership #4: An extra gear

having an extra gear can take many different forms. For example, working in a global context calls for more in the way of communication to bridge geographical, emotional and social distance. Moreover, there are often many days of travel involved in a global leadership role, which demands some flexibility with regard to working hours; both in terms of the number of hours worked by the global leader and the time of day when the work is done. Often, global leadership will also call for some adaptation of the individual manager's style – the leadership style which worked well with a group of employees from the same cultural background as the leader may not be so effective with a group from a different cultural background.

Typically, global leaders cannot simply fall back on "what they have always done" as an approach to their work. All of the experience that they have from local leadership activities has to be "translated" to a global context. And it takes time and resources to adapt one's leadership style – when we switch off the autopilot, we have to put our minds to adjusting our approach and devising a new strategy. We may not always succeed at first with the new behaviour, which further complicates the job and calls for extra effort.

QUESTIONS FOR REFLECTION ON STEP 4

What does your role demand in the form of extra structure and discipline and special effort to manage expectations in relation to:
– Geography
– Emotions
– Cultural issues
– Social issues
– Objectives

In what areas do you find that different conditions raise a need for extra effort?

What could you do better?

THE FIVE KEY ELEMENTS OF GLOBAL LEADERSHIP
#5: SELF-AWARENESS AND REFLECTION

We need time for reflection and time to build up, develop and maintain our global leadership skills. The vital need in global leadership is for the global leader and/or leadership team to maintain their global readiness and be able to see themselves from the "other person's" viewpoint. Reflection is about learning from the challenges faced and experience gained in the leadership role.

Self-awareness and reflection

- Solid leadership skills
- "Glocal" mindset
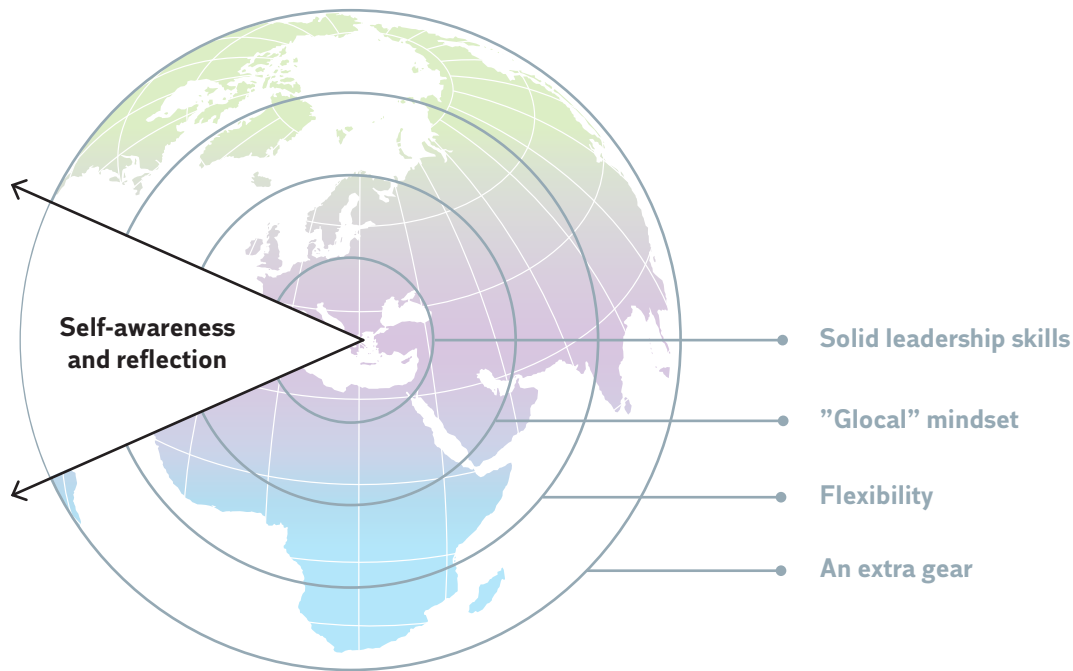- Flexibility
- An extra gear

Figure 1.5: The five key elements of global leadership #5: Self-awareness and reflection

This vital need comes down to an individual or collective reflection on how this can be achieved and not least incorporated into an already hectic working life. Although global leaders are increasingly being offered training activities on (global) leadership, many are looking for a more agile design that matches the agility demanded in their work. Just-in-time development meetings and brainstorming problems require the individual leader to be proactive in terms of building up a network of sparring partners who can be contacted at any time (without blowing the whole schedule apart). In other words, there is a need to incorporate reflection on global leadership into the diary.

QUESTIONS FOR REFLECTION ON STEP 5

Ideas for discussion of the situation in your particular leadership role or in the overall leadership team:

How do you make time and space for personal reflection in your day-to-day work?

How do you make time and space for reflection in your team/organization?

How can you incorporate pauses for thought and agile reflection into the activities you already have in your diary?

Who can you call upon as sparring partners?

What can you yourself do? And is there anything your organization can do for you?

You can also run through the following steps in relation to your personal leadership as a way to kick off discussions with others:

1: Think of an experience/situation you have encountered as a global leader which you found especially challenging or inspiring.

2: What was especially challenging/inspiring about the experience (it's not about explaining, but questioning) – what actions and feelings do you associate with the experience?

3: How do you think others view or would react to the experience/situation? What other perspective might you consider apart from those you could imagine in relation to the experience/situation? Can you recognize your reaction to the experience/situation? What lies behind your reactions?

4: What did you learn from the experience/situation and your reaction to it? What was valuable in this learning and how can it benefit you in the future?

FIND OUT MORE

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TOOL 2:

YOUR GLOBAL MINDSET

– CLARIFICATION TOOL

TOOL 2:
YOUR GLOBAL MINDSET –
CLARIFICATION TOOL

Why: One of the answers to the question of how a global leader should handle the growing complexity, ambiguity and uncertainty in a global leadership role is to develop a global mindset. But how do you do that? What function does the global mindset perform for the individual global leader and in what context? And how can it be developed other than through postings abroad?

What: This is a clarification tool which global leaders can make use of in developing a global mindset in their personal leadership. The tool presents three different perspectives on the development of a global mindset, defined as the ability to understand, address and balance the need for global integration with local adaptation based on global collaboration. Although you cannot be expected to design your own mindset, it is helpful to be able to target the effort at different areas of application and to be aware of sources for developing a global mindset in day-to-day work.

How and who: The tool can be used by global leaders, their leadership teams and sparring partners to determine how and where there is a need for a global mindset.

DEVELOPING A PERSONAL GLOBAL MINDSET
– 3 STEPS AND PERSPECTIVES

"We don't see things as they are, we see them as we are".

(Attributed to Anaïs Nin, The Seduction of the Minotaur, 2016).

Reality is in the eye of the beholder. A mindset can be seen as a filter through which we experience and make sense of the world in the manner of "you are what you think". Mindset is an attitude or way of thinking which results in a "cognitive bias" – a kind of mental selective hearing which makes you prick up your ears in response to certain expressions while turning a deaf ear to others that are perceived as wrong or as just background noise. The word "mindset" thus refers to an outlook, way of thinking or mentality which is crucial to the framework within which we experience the world and operate within it.

In relation to global leadership, a global mindset may then be seen as a special global mentality which pulls together what global leaders need to master in order to do their job: *"So there is no consistent way to point out what a global man-*

ager is. What we are left with is the search for good 'conventional' managers with a global mindset..."

(Baruch, 2002, p. 36).

There are various definitions of the "global mindset" concept in use; the one we have found most helpful in the work of the Academy says of the global mindset that *"a manager with a global mindset understands the need for global integration and local responsiveness and works to optimize this duality. The global mindset includes an appreciation for diversity as well as homogeneity and openness to learning from everywhere."* (Pucik, 2006, p. 88). So we are talking about an ability to influence, develop and produce results together with other people who are fundamentally different from yourself.

This tool does not subscribe to the idea that there is one particular form of global mindset which is productive in all organizations and situations. It is also difficult to document from the research that any such relationship exists. (However, there are for example personality tests on

the market which claim to reveal the degree to which individuals possess some kind of ”one size fits all” global mindset). We have found it more useful to regard the global mindset as a strategic global mindset, in the sense that the specific shape of the global mindset has to be linked to the strategy and objectives or the company, the department and the individual. So the practical work on the global mindset also has to be tied to the company's strategy and the context in which it is to be used to bring results.

As a consequence of this, our aim with this tool is to clarify the situations in which a global mindset is needed, and how it can be developed under these conditions. There are three steps to

this clarification process, which can ultimately be summarized in your personal global mindset development plan:

Step 1:
Global mindset – yourself and other people, your organization and other organizations

Step 2:
The global mindset mix: How much focus on the global, and how much on the local?

Step 3:
Development measures for a global mindset – where and how should you invest your resources?

STEP 1: GLOBAL MINDSET – YOURSELF AND OTHER PEOPLE, YOUR ORGANIZATION AND OTHER ORGANIZATIONS

”Now 'global' has become a buzzword and everyone has to be global, but understanding why you are global, why you are travelling, why it is important to have sales and marketing people working close to an airport and close to where the skills are – all that is incredibly important to the process.” (Interview med global leader in connection with research project reported in Nielsen & Nielsen, 2016)

A first step towards clarifying global mindset development needs is to determine why it is necessary for the individual manager to develop a global mindset and in what situations it is needed. The model below outlines four different domains in which the global mindset comes into play:

	LEADER	ORGANIZATION
SELF	**”Me”** Self-awareness and an understanding of how this is linked to the situation in which the leaders find themselves	**”Us”** Understanding of one's own organization and how identity and effectiveness are tied to the context in which the organization finds itself
OTHERS	**”Other people”** Understanding how other people's behaviour and thinking are linked to the countries, cultures and other situations they are in	**”Other organizations”** Understanding how other organizations' actions and effectiveness are linked to the countries, cultures and other situations they are in

Figure 2.1: Global mindset – different applications
(developed from Lane and Maznevski, 2014)

The first move in identifying global mindset development needs is therefore to assess the circumstances in which it needs to be applied. For example, do we understand our own familiar universe or "others' universe" that we want to zoom in on? These may be two sides of the same coin: for example, an awareness of how a position at HQ constrains your own actions (top left quadrant) may help you to understand how "the others" in the subsidiaries act and perceive the world (bottom left quadrant). Similarly, a knowledge of your competitors' and external partners'

business model (bottom right corner) may lead to a deeper understanding of the business model in your own organization (top right corner), and so on. You have to start somewhere:

- Where do you start?
- Where do your colleagues start?
- Where are your strengths?
- Where are your areas for improvement?
- And, in terms of your role and your strategy, where should you jump in first?

STEP 2: THE GLOBAL MINDSET MIX

"I think we need the different national types and also the holistic global types in management. We need both. Top-top-level should be the holistic, global guys – elsewhere in the organization you should maybe be a bit more local. In a management team some of the managers should have an anchorage in the local culture. The global mindset has to come in combination with local understanding."

(Global leader quoted in Storgaard & Skovgaard-Smith, 2012, p. 20).

The context in which the company needs to succeed and the specific job with its more or less global tasks are crucial to the mix of global and local that the individual leader needs to get on from day to day. You will recall our earlier definition of the global mindset, which emphasizes that a global mindset is not the same thing as standardization, harmonization and global integration, but allows scope to appreciate and

prioritize both the global and the local. That means that there may be people in a management team with very different profiles in terms of how "globally" they work and hence the mix of local and global that they need. The strength of the company lies in being aware of what the individual managers need, and how it can be developed/acquired, how the management team is made up and how well it is able to collaborate across the different roles and functions.

One of the research projects run in the Global Leadership Academy (Storgaard and Skovgaard-Smith, 2012) developed a simple model which can be used to generate discussion on the breakdown between globally and locally oriented thinking and behaviour in the individual manager and the team as a whole, outlining four different global mindset mixes which produce four different types of global mindset:
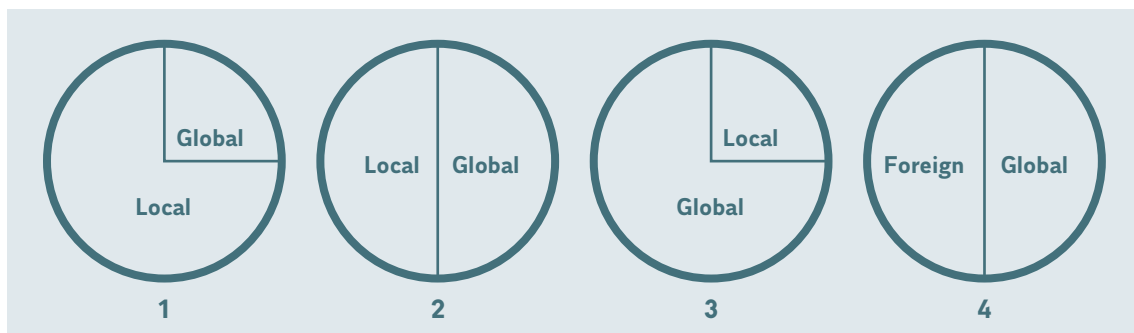

Figure 2.2: Global mindset mixes (Storgaard and Skovgaard-Smith, 2012)

1. You can have a mindset which is primarily local with a degree of understanding and openness towards global matters

2. You can be split in your mindset, half global and half local, with your roots mainly in the local but with a global perspective mixed in too

3. You can have a very global mindset with just a slight reference to local perspectives

4. You can be split in your mindset, half global and half local (see type 2), where the local setting in which you have your roots is foreign; i.e. different from your own nationality and native soil, while you still take in a broad global perspective

Leaders who work in their own original local culture can in theory have a 100 percent local mindset, which is just as valuable as the other types of mindset on the assumption that the leader works 100 percent locally and never comes into contact with global activities or other leaders who operate globally. In the real word, however, there are very few leaders who do not have some form of global contact by virtue of market conditions and staff who come from other cultures etc.

It is helpful for individual leaders to be aware of their own mix of local/global mindset. The management team can then discuss how well the composition and proportions of local/global/foreign mindset, present in the management team as a whole match the needs of the company if it is to produce the expected results.

STEP 3: DEVELOPING A GLOBAL MINDSET – CATALOGUE OF POTENTIAL ACTIONS

"I think that you can have various private and personal experiences that make you broaden your perspective. So, it is not necessarily the globetrotters we are looking for, but rather those who we think have a global mindset."

(Global leader quoted in Storgaard & Skovgaard-Smith, 2012, p. 14).

A global mindset can be developed in many different ways – not necessarily through global leadership development courses. Which should be prioritized first will depend on the context in which the global mindset is to be used (see step 1), and the mix of local and global that is considered appropriate for the job (see step 2). There follows a catalogue of possible areas for action, which can be called upon in different ways to develop a global mindset – and you will then be invited to assess your own readiness and possible development activities across the different areas:

PERSONAL QUALITIES – AND YOUR UNDERSTANDING OF THEM

On the principle that you yourself should embody the change that you want to see in the world, developing a global mindset has to start with an analysis of your own personality. In this connection, you can assess your readiness on three different fronts:

1. **Self-awareness:** How well do you know your own culture? And can you reflect critically on it? Knowledge of one's own culture is essential to becoming what we might call a "grounded cosmopolitan" – a citizen of the world who feels at home anywhere.

2. **Personality:** Do you have a personality that favours you with regard to a global mindset? For example, research suggests that traits like curiosity, empathy, boldness, trustworthiness, self-awareness, intolerance of uncertainty and a willingness to change are especially relevant.

3. **Handling complexity:** Are you able to handle a high degree of complexity? Research suggests that a certain cognitive level is required to be able to handle a high degree of complexity, which is to be expected in a global leadership position.

Personality and IQ cannot be influenced directly, but your understanding of these factors, and not least your active work on them, can be. Look at yourself in a new way – there may be character traits which are not seen as "positive" in your own (national/cultural) background but which are viewed differently elsewhere, and vice versa. Some people incline towards authenticity – being true to yourself – and believe that the best thing you can do is to be who you are, for good or ill. Against this, one might say that, by definition, your authentic self is not the same thing as your best possible "global leader self". And if you always stick to being and doing what you have always been and done – being authentic – there will be no development, as learning may be seen as boundary-spanning activity where you displace yourself, moving out of your "authentic" comfort zone and engaging in new ways of thinking which may become part of your "authentic" repertoire over time. This idea is often expressed as "fake it till you make it", in the sense that, by experimenting with other types of behaviour, you become the person you are acting like and would like to be seen as.

GLOBAL EXPERIENCE

"Being on an international assignment puts you in a position where you have to act – often without being 100 percent certain about what would be the right thing to do."
(Storgaard & Skovgaard-Smith, 2012, p. 29)

Global experience is often equated with visits or prolonged residence abroad, but although foreign postings can be a rich source of global experience, it is not the only one, and time spent abroad is not necessarily a benefit in itself.

4. **Networking:** Do you have an extensive international network to draw on? And what role have you played in this network that could be useful to the company? For example, have you demonstrated a strong ability to network across cultures?

5. **Positive, productive global experience:** Does the leader have (successful) spells abroad on his/her CV? And was the experience abroad marked by extensive contact and collaboration with "locals"? Successful integration and positive contact with other cultures can provide good input to other activities.

We cannot all have dual nationality or be multi-lingual from childhood, but international experience helps – possibly. It very much depends on what you have made of your experience abroad. Research suggests that if there is no time for contemplation, feedback and reflection while building up overseas experience and after, you will not gain anything like the benefit that you might imagine. Tourist is not the same as cosmopolitan. Negative global experience can also have a negative impact on the development of a global mindset. So it is worth considering what you can do to turn negative experiences into personal development.

MENTAL JOURNEYS

"Mobility itself is however sometimes more an idea, a mental state of mind, rather than actual, constant and never-ending physical mobility."
(Storgaard & Skovgaard-Smith, 2012, p. 57)

6. **Travels in the world of literature:** Even without moving physically, you can "travel in the mind" and take input from this – move out of your cultural comfort zone and perhaps even become a better, smarter and more globally-minded person. In an acceptance speech reported in Politiken when he was presented with a literature prize in 2007, the Israeli writer Amos Oz pointed out that *"As you read a foreign novel, you are actually invited into other people's living rooms, into their nurseries and studies, into their bedrooms."* And he went on: *"I believe curiosity can be a moral quality. ... Imagining the other will make you not only a better businessperson or a better lover, but even a better person."* (Amos Oz acceptance speech, Prince of Asturias Award for Literature 2007)

7. **Global media consumption:** In the same way, it is good to keep abreast of what is going on in the world. You don't need a degree in journalism to keep your pulse and your ear to the ground – not just in the local media but in the foreign press too.

There is a lot of talk about how the internet and cookies target news feeds at us in such a way that we hear most about the things we are most in agreement with. In an interview on Danish TV on the occasion of her 100th birthday, Lise Nørgaard, Danish author and journalist, said that she took several newspapers, or differing political persuasions, including some she was downright opposed to, to keep herself alert. This principle can usefully be transferred to media and cultural consumption generally, if the aim is to develop a global mindset.

TALK YOURSELF GLOBAL!

A Turkish saying claims that you are as many people as the number of languages you speak, and research also suggests that language skills are helpful in themselves to developing a global outlook, whatever their practical usefulness.

8. **English:** Do you have good English skills, both written and oral? It takes more than basic school English to succeed in building good relationships and trust in employees, colleagues and business partners.

9. **Several foreign languages:** Do you have multiple foreign language skills? Acquiring several foreign languages is helpful in building international contacts and stimulating curiosity, and it is often easier to learn other new languages if you already have several under your belt.

DEVELOPMENT OPPORTUNITIES IN THE LOCAL ENVIRONMENT

"You cannot learn this in five modules of a course. You have to be thrown into the experience and feel how you react. It need not be a different culture. You might also just be thrown into other job functions. As long as you are forced to move out of your comfort zone both professionally and managerially."

(Global leader quoted in Storgaard & Skovgaard-Smith, 2012, p. 15).

10. **Complex local leadership role:** To what extent have you taken on a complex leadership role – whether it was local or global? Experience from a complex local leadership role is a good foundation for a complex global leadership role; this could be in matrix or project organizations or in situations where remote management is called for.

11. **Family life:** Is your family life geared to a job with lots of travel and Skype chats at odd times? "Dual career couples" problems are a reality in many families with two providers and two careers, and are known to be one of the main reasons why postings are terminated before time. Shorter stays abroad, or regular commuting also demand a bit extra on the home front, just like midnight Skyping from your home office to colleagues on the other side of the globe.

12. **Diversity on the home front:** Do you have a diverse private life – or do your family, friends, neighbours and other acquaintances have the same professional, cultural, ethnic, socio-economic and political background as you? Handling diversity can be trained and practised outside the workplace.

CLARIFICATION TOOL

The work of developing and maintaining a global mindset in the individual global leader can make use of this clarification tool below.

We recommend working at the following levels of assessment: very high, high, medium, low and very low. The form can be used by the leader and perhaps by someone who knows him/her and/or the job well.

It is also a good idea to enter a brief note explaining/expanding on the perceived need, so it is clear what it means in practice. This will make it much easier to continue with the process in terms of revealing the distance between the desired level and where you are now, and what development activities may be appropriate.

Competence	Desired level for the job	Leader's current level	Gap between aspiration and status quo	Agreement on poss. development activities
Self-awareness				
Personality				
Handling complexity				
International network				
Positive, productive global experience				
Literature				
Media consumption				
English				
Several foreign languages				
Complex local leadership role				
Family life				
Diversity on the home front				

Figure 2.3: Developing a global mindset – areas for action, and development activities

FIND OUT MORE

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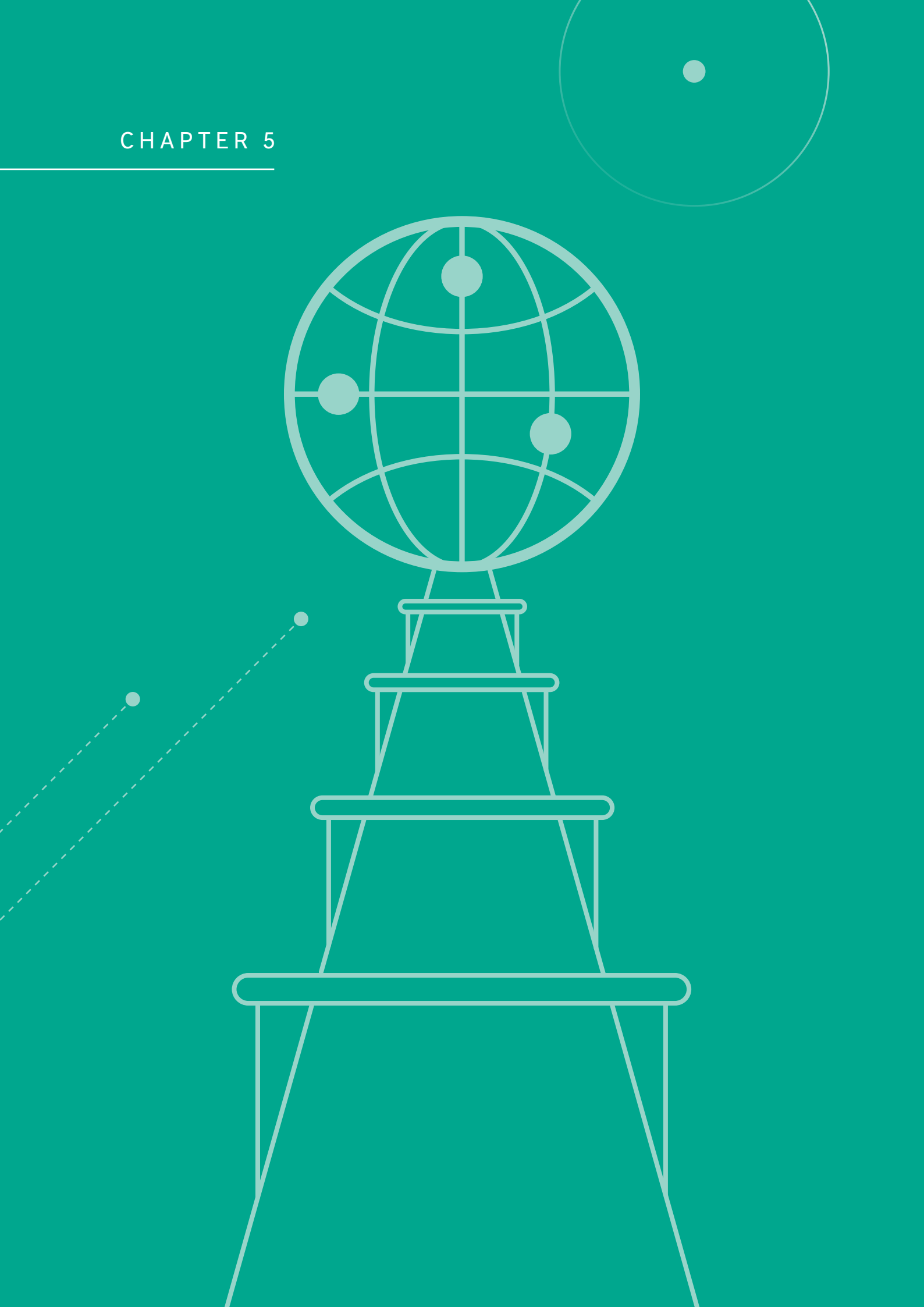
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TOOL 3:

THE FOUR OBSTRUCTIONS IN GLOBAL LEADERSHIP

– YOUR "GLOBAL LEADERSHIP MANIFESTO"

TOOL 3:
THE FOUR OBSTRUCTIONS IN GLOBAL LEADERSHIP – YOUR "GLOBAL LEADERSHIP MANIFESTO"

Why: Global leadership is an imprecise and very general term. In discussions we have often heard comments like "what do you actually mean by global?", "you define it in a completely different way than me", "I don't actually think what you are saying is specific to globality", and so on. The more precisely you can express yourself, the easier it will be to start a productive discussion of global leadership, not least to establish where you yourself have the most issues with your personal leadership style and the context in which you find yourself. This also makes it easier to put your finger on where there is a need to upgrade your skillset, and what you need to do to get better at handling any sticking points that emerge.

What: This tool characterizes global leadership as leadership subjected to four obstructions; i.e. four elements that are each present and challenging in their own way when leadership is to be practised in a global context. These elements cast the manager as an inter-cultural leader, bridge-builder and boundary-spanner, paradox-navigator and knowledge broker and networker. Based on the questions for reflection on the nature of the individual leadership jobs and the leader's perception of the degree of difficulty, he/she can draw up a personal "global leadership manifesto" summarizing the obstructions most likely to trip up the individual leader, where their strengths lie, and where it is most appropriate to spend resources on development.

How and who: The tool can be used by global leaders, ideally together with their own immediate managers, HR professionals and colleagues/other sparring partners, in order to get better at identifying and developing global competence.

GLOBAL LEADERSHIP – FOUR OBSTRUCTIONS

There is no grand unified theory of leadership, and the prominent leadership researcher Warren Bennis stresses that *"...we must remember that the subject is vast, amorphous, slippery, and, above all, desperately important"* (2007, p. 62). Some leadership researchers even wonder whether the idea of "good leadership" is a mirage which we (vainly) chase after like the crock of gold at the end of the rainbow.

The difficulties of agreeing on a good definition of what leadership actually is are certainly not reduced by prefixing it with the word "global" – on the contrary, there are myriad definitions of global leadership. One of the most recent shots

at the problem defines global leadership as *"the processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity."* (Reiche, Bird, Mendenhall & Osland, 2016, p. 556). A loose paraphrase of this definition might be "Leadership as we know it – only much worse"... But in what way is it "much worse"? More complex? More diverse? The confusion around what global leadership actually is, and how it manifests itself in practical terms in the individual, makes it necessary to be very precise and explicit about what we really mean when the subject is

"global leadership", or rather what aspects of global leadership we wish to zoom in on. This tool aims to provide this precision.

The name of the tool is inspired by the film *The Five Obstructions* from 2003, where two of the bad boys of Danish cinema challenged each other to a cinematic experiment. Lars von Trier had the idea that Jørgen Leth should remake his own short "The Perfect Human" (1967), but this time observing certain rules to be formulated by von Trier. Jørgen Leth was to shoot the film five times in all, each time observing these new rules which Leth himself had no influence over. Global leadership is similarly characterized by the fact that

"globalization", or "globality" as it is sometimes called in English, sets new rules and constraints on a person's leadership. In one of the research projects carried out at the Global Leadership Academy, we trawled through the research literature in this area and arrived at four obstructions in global leadership, each imposing its own constraints and calling upon particular skills and behaviours, as shown in the figure below.

Each of the four obstructions is presented below with the associated questions for reflection, which can be answered and used as input to an eventual personal "global leadership manifesto".

1 The global leader as inter-cultural leader

2 The global leader as bridge-builder and boundary-spanner

Globality as a leadership condition and challenge

3 The global leader as knowledge broker and networker

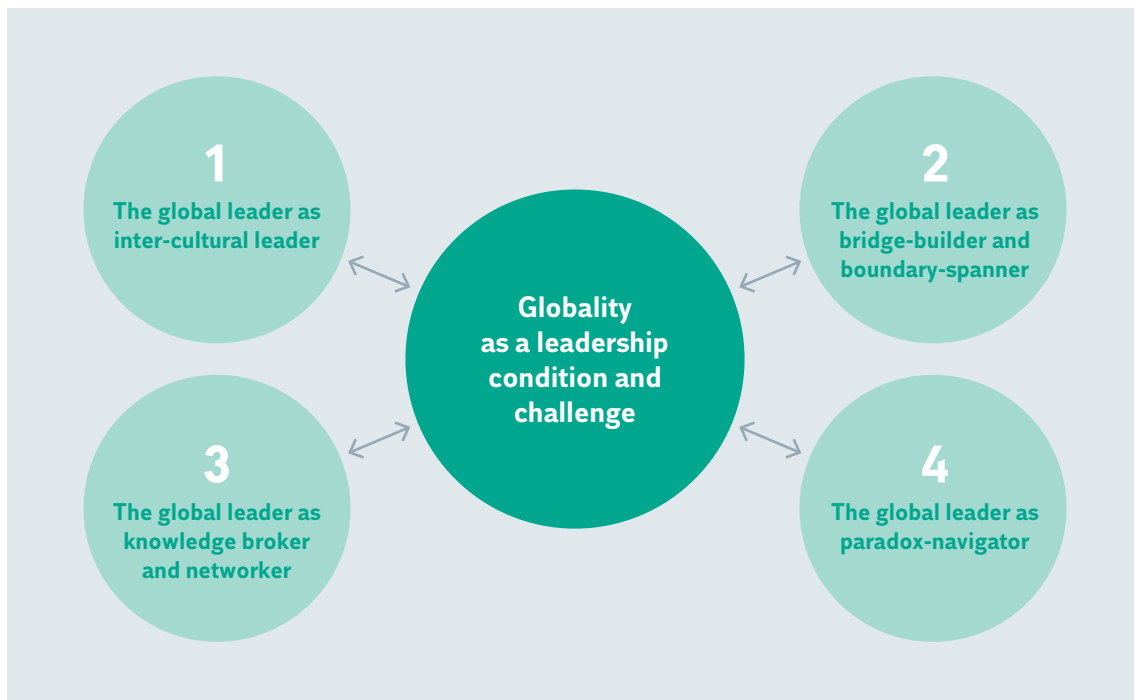**4** The global leader as paradox-navigator

Figure 3.1: Four obstructions in global leadership

1ST OBSTRUCTION: CULTURAL DIFFERENCES – THE GLOBAL LEADER AS INTER-CULTURAL LEADER

The traditional approach to global leadership has focused mainly on how (national) cultural differences affect the way in which we prefer to practise and respond to leadership. The classic example here is typically the expatriate manager or the manager with direct staff responsibility for employees from other (national) cultures. In this perspective, "international/global" is often con-

trasted with "national/local". It might be a Danish manager posted to Japan or a Danish team leader responsible for a team in South Africa from his desk in Denmark.

The ability to handle leadership across cultures is an essential element of the global leader's work. It is not always the case that the global leader

is resident abroad, and many leaders increasingly have to address and manage diversity both at home and away. In more recent versions of this perspective on the "global leader", we come across concepts like "inter-cultural competence" and "inter-cultural intelligence". Both focus on the leader's ability to operate in culturally diverse situations. These may arise from day to day in a Danish workplace, where the leader's staff, colleagues and own manager come from different cultural backgrounds, or where the leader goes out into the world, whether physically or virtually, to manage teams with employees from different nationalities and cultures.

The term "inter-cultural competence" comes originally from studies of what characterizes employees, and especially managers, who succeed in what may be called "cultural encounters". In other words, situations in which the individual leader meets and has to work with various internal and external stakeholders from cultures other than their own. Inter-cultural competence may be defined as people's ability to adapt themselves and their actions when they work with people from other cultures. So the individual leader has to be competent not only in relation to other quite

specific cultures but also in situations where cultural encounters simply happen, whichever other cultures are involved and wherever the encounters take place.

2ND OBSTRUCTION: NEED FOR HORIZONTAL COORDINATION – THE GLOBAL LEADER AS BRIDGE-BUILDER AND BOUNDARY-SPANNER

The complexity that characterizes many global organizations often brings both increased uncertainty and mutual dependence between individuals and units. People may not necessarily meet in the physical sense but in many cases mainly in a virtual universe. To provide the necessary cohesion, there is an urgent need for "bridge-builders". Because the global leader is in a position to act as a link between the business and the world around it, he/she has a special potential and a special job to do in this context: To promote understanding, influence and legitimacy across the organization and (national) cultures.

Leaders who have a foot in many different (cultural) camps can bind the organization together by

spreading knowledge and understanding across it. In a complex global organization there is a need for the most frictionless and efficient collaboration across all national and professional cultures, and the global leader occupies an important position in terms of contributing to this.

In this perspective, the global leader can thus be seen as a bridge-builder and boundary-spanner, and globality should ideally be perceived as "boundaryless" in a positive sense, because boundaries here do not refer to frontiers between countries but to differences and opportunities for the global leader to help create a feeling of cohesion in actions, relationships and collaboration between people.

Bridge-building as a leadership issue is not only relevant in situations where there are national frontiers to be crossed. Management across and between organizations is a leadership issue whether the leader's geographical workplace is at home or abroad. However, the complexity is drastically increased when it comes to collaboration across geographical areas and national cultures, and this is where leaders as boundary-spanners really come into play.

3RD OBSTRUCTION: KNOWLEDGE SHARING – THE GLOBAL LEADER AS KNOWLEDGE BROKER AND NETWORKER

If we view organizations as a form of knowledge structure, the job of gathering and disseminating knowledge, information and ideas becomes one of the biggest tasks in a complex global business.

Seen in this light, the global leader plays an essential role in terms of ensuring that information and knowledge are not just distributed and shared, but that what is communicated is properly understood in the local context. That means that the global leader has an absolutely vital job to do in acting as a mediator and translator between the many different worlds and points of view that will typically exist within the organization.

This is particularly true of those leaders who have a role in which they act as links between the company's head office and the local units, including expatriate managers who often serve several "masters" and perspectives at the same time. These leaders are in a very special position, because they have insight into and obligations towards several places at once. However, in order to exploit this special position, it is necessary

QUESTIONS FOR REFLECTION

In what situations can you recognize the role of knowledge broker and networker from your day-to-day work?

What experience do you have of the role of knowledge broker and networker?

What skills do you draw on when you succeed in the role of knowledge broker and networker?

In what situations do you find the role of knowledge broker and networker difficult?

for the global leader to have strong networking and communication skills, and to be able to reduce the challenges by spanning mental, geographical and/or hierarchical boundaries in the organization, as described in connection with the second obstruction. The ability to build trusting relationships and strong networks then become complementary skills in relation to knowledge sharing and collaboration across the organization.

4TH OBSTRUCTION: COMPLEXITY AND AMBIGUITY – THE GLOBAL LEADER AS PARADOX-NAVIGATOR

For the global leader, both diverse cultures and the complexity of organizations are everyday facts of life, and the leader has an important role to play when this complexity is to be conveyed in a meaningful way to the rest of the organization. A paradox is a "both-and" situation where there is no "either-or" solution. There are often situations with opposing demands and expectations which cannot be evaded, such as a requirement to promote innovation while operating as efficiently as possible. As a paradox-navigator, the leadership task is to find and create (temporary) oases of sufficient clarity for the organization to overcome the challenges and accept that it is working in several (sometimes conflicting) fronts at the same time.

The leader then has to be able to create flow in an otherwise fragmented and often confused situation.

One approach to leadership in handling paradoxes is to accept them as a given and interpret the complexity as a set of paradoxes to be navigated through. The leader therefore has to take a "both-and" approach and not an "either-or" view. Paradoxes are not the same as dilemmas, where you find yourself "between a rock and a hard place", where you can and must make a choice and live with the consequences of it. The global leader has to find a way of navigating around these paradoxes from day to day, while he/she and the rest of the organization live and work with them.

One example of a paradox is where there is a need to standardize and harmonize methods, processes etc. across the whole company while also having to adapt them to accommodate local differences. Another example is dealing with different strategies in different markets or product areas within the company. Being able to navigate the paradoxes that this raises is an inevitable task for the global leader. Being able to navigate through the complexity and the accompanying paradoxes when the company has many parallel and possibly conflicting agendas and strategies is one of the skills the global paradox-navigator has to possess.

QUESTIONS FOR REFLECTION

In what situations can you recognize the role of paradox-navigator from your day-to-day work?

What experience do you have of the role of paradox-navigator?

What skills do you draw on when you succeed in the role of paradox-navigator?

In what situations do you find the role of paradox-navigator difficult?

YOUR "GLOBAL LEADERSHIP MANIFESTO"

Based on all of the considerations and ideas that came out of the questions for reflection above, you can now formulate a personal "global leadership manifesto" which highlights your most important challenges and areas for development in global leadership. The manifesto can be used as input to your participation in leadership activities, so you can focus on what to take away from them. The manifesto can also be exchanged with others to calibrate your own perceptions against their experience.

The manifesto should be brief, no more than half a page, and should ideally consist of a set of one-liners or "tweets" (which, as we know, can be up to 140 characters). Individual "tweets" may be used as a screensaver for your laptop, so you will always remember the key points.

By way of inspiration, you could complete the following sentences, which together make up a summary of global leadership:

1. I define global leadership as _____

2. For me, the biggest challenge in global leadership is _____

3. I can relate particularly to obstruction no ____, because _____

4. In my leadership role, obstruction no ____ concerns me most, in that _____

5. In my leadership, I should be more focused on obstruction no ____ because _____

6. I think I am most competent to handle obstruction no ____, which I find

   when _____

7. I think I am most challenged when it comes to obstruction no ____,

   which I have realized because _____

8. I would like to be better at _____, because I want to be able to _____

FIND OUT MORE

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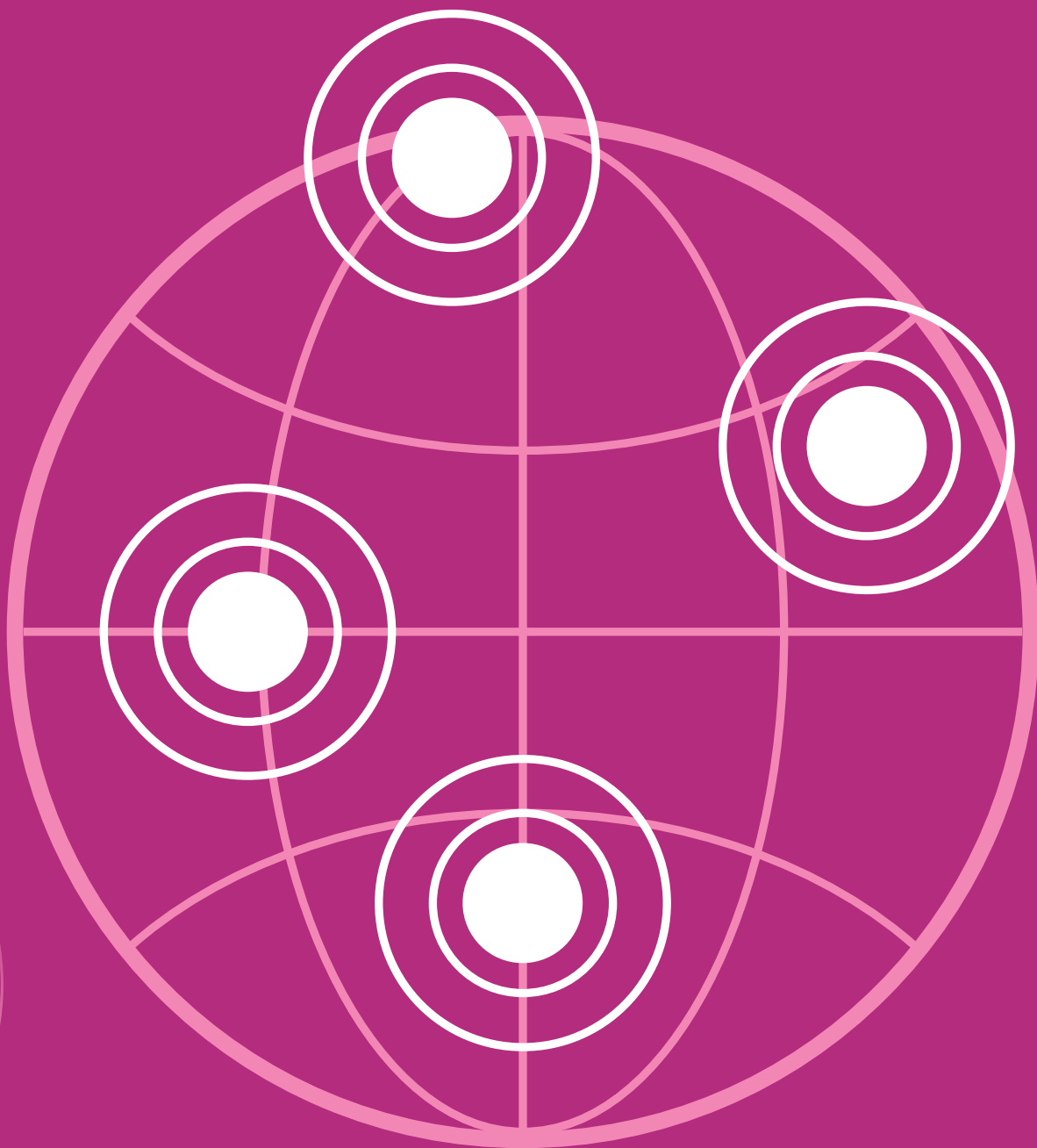
TOOL 4:

FOUR LEADERSHIP ROLES IN A GLOBAL CONTEXT

TOOL 4:
FOUR LEADERSHIP ROLES
IN A GLOBAL CONTEXT

Why: Who are the global leaders – and what do global leaders actually do? If we treat global leaders as a homogenous group characterized by similar challenges and competence needs, there is a great risk of mixing apples and oranges into something that seems to go together but misses vital nuances. At the same time, there has traditionally been a tendency to think of global leadership as something that goes on outside the original culture of the leader or the organization, a view that does not reflect modern virtual matrix and project organizations, where the global element is present both "home and away". A broader but also more nuanced view of global leaders and their leadership practice is helpful to grasping both what raises problems and what produces performance in global leadership.

What: What type of global leadership role do you perform? And what is the "glocalization balance" in your leadership role, i.e. your mix of global and local leadership tasks? Reflect your own practice in that of other global leaders, as it emerges from an extensive study of global leadership tasks in Danish multinationals, and identify your global job profile. This sort of profiling is especially interesting when you change roles; both when you move from a more locally oriented role to a global one, and also – perhaps unnoticed – when you move between different forms of global leadership work, which may at first seem like more of the same, but call for quite different skills beneath the surface.

How and who: Use the tool to clarify individual roles, perhaps as a way into discussions of development and career opportunities in your company, e.g. with your immediate manager and HR.

GLOBAL LEADERSHIP ROLES – ROLE
DIFFERENTIATION AT HOME AND AWAY

In one of the Global Leadership Academy's research projects, we set out to discover what global leaders in Danish companies actually do, in their own words. In other words, to find out what the people practising global leadership believe that this management discipline requires – which is not necessarily the same thing as what the research literature or the HR department suggest that global leaders should be doing.

A first step is to identify who is actually included in a "superset of global leaders". A traditional approach to global leadership has been to focus on expatriate managers, but this is too narrow a view of modern global leadership. As leadership researcher Vladimir Pucik points out, there are

"some global managers may be expatriates; many, if not most, have been expatriates at some point in their career, but probably only few expatriates are global managers." (Pucik, 1998, p. 41). So a person does not automatically play a particularly global role simply because they have been posted away from home. Pucik also emphasizes that the opposite may be true, in that *"at the same time, local managers in lead countries may not be expatriates, but they will need a global mindset."* (Pucik, 2006, p. 88). The superset might then include both expatriate managers and those working locally in markets outside their country of origin, and also people working globally and transversely from a desk in head office.

In line with the research literature in this area, our experience at the Academy has been that global leadership can be regarded as an umbrella term which takes in many very different leadership tasks. Moreover, there is often a similarity of titles and hierarchical levels in an organization without the global leadership tasks contained in identical job descriptions necessarily resembling each other, whereby the same titles at the same level in the same organization may mask very different global leadership tasks and skillsets.

We therefore opted to view global leadership as a collective term for different types of global leadership role rather than seeing "global leaders" as a coherent group with common challenges and opportunities. This perspective produced the following breakdown:

QUESTIONS FOR REFLECTION

What do you think characterizes a "global" leader?

How is "global leadership" different from local leadership? Give examples from your own experience

How do you ensure that global leadership is not necessarily tied to geography, titles or staff responsibility?

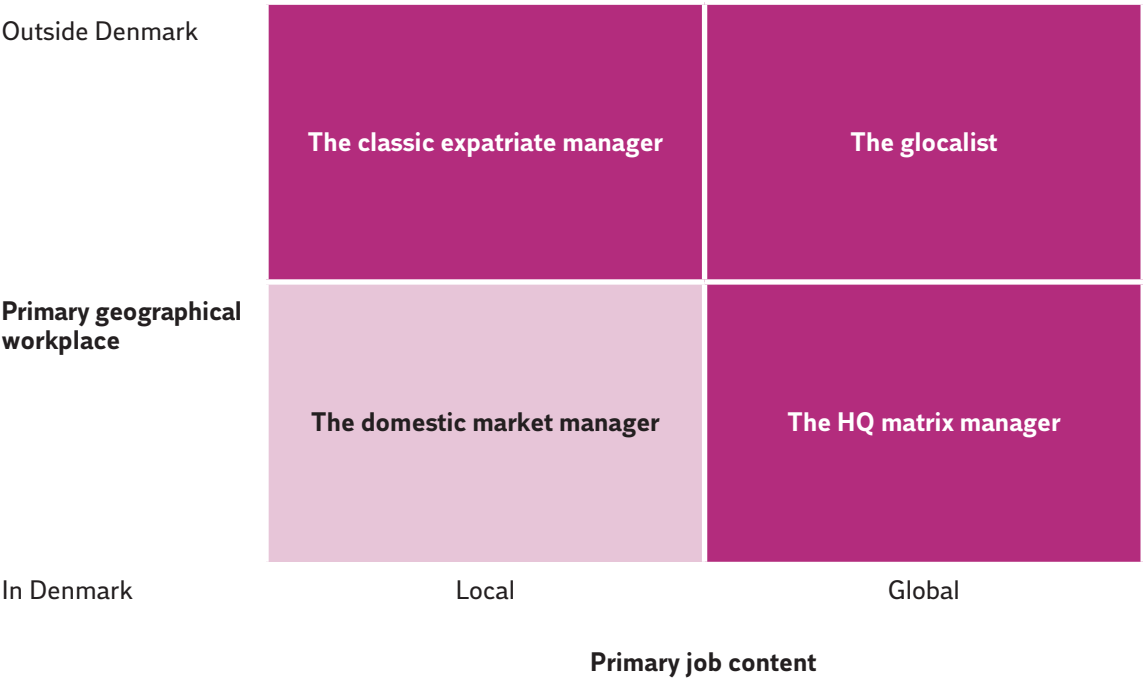| Outside Denmark	The classic expatriate manager	The glocalist
Primary geographical workplace	The domestic market manager	The HQ matrix manager
In Denmark	Local	Global

Primary job content

Figure 4.1: Role types in global leadership

The groups of leaders are categorized according to their primary job description (is the role mainly directed at the company's horizontal processes, which cover all or many different markets/countries, or is it mainly focused on local KPIs and activities in one or a few markets?) and their geographical location (inside or outside Denmark?). Not all global leadership jobs are equally global; different jobs contain differing mixes of globally and locally oriented responsibilities. So the job of global leader may be characterized by varying numbers and types of global task. Whether the global leader is based in Denmark or abroad, these differences give rise to differing challenges, opportunities and development needs for the individual leader. In other words, global leadership jobs encompass differing mixes of local and global. As the work of the Academy has been concerned with global leadership from a Danish perspective, with a view to enhancing Danish competitiveness, the right-hand side of the figure makes the distinction "inside/outside Denmark". In this case, Denmark will be the company's country of origin, where it has its headquarters. As we wanted to keep the cultural factor constant in our study, we have assumed a situation where the leader's national and cultural background is the same as the country of origin of the company where he/she works.

The figure outlines four types of leadership role in the global enterprise, three of which can be described as global in one way or another, and one as local:

1. **The classic expatriate manager:** Global leaders posted outside Denmark with a local leadership role. This group are usually managers of a subsidiary or branch. Typical job titles for managers in this category of global leaders are "CEO of subsidiary in country X", "Vice President", "Director" or "Country Manager".

2. **The "glocalist":** Global leaders posted outside Denmark with a global leadership role. This group of managers are typically placed in a function outside the country of the head office, from where they are either responsible for a horizontal function such as a shared service centre or centre of excellence which serves the whole organization or have extensive regional responsibility such as EMEA or Asia-Pacific.

3. **The HQ matrix manager:** Global leaders located in Denmark with a global leadership role. This group of managers are typically placed in a function or department in the country of the head office, whose area of activity or responsibility runs across the whole company. Examples of job titles in this category might be "Group IT Hosting Manager", "Regional Sales Manager", "Technical Director", "Vice President" or "Director, Global Key Accounts".

4. **The domestic market manager:** Local leaders located in *Denmark* with a *local* leadership role. This group includes managers who work in Denmark with mainly locally-oriented tasks, e.g. from a position in the Danish subsidiary or a locally-oriented function at head office. Typical job titles are "Country Manager", "Head of Department" etc.

Where the first three types are global in various ways, the fourth is not. Our study of global leadership in practice, based on the job content of the different leadership roles, therefore disregarded this fourth category. However, this category should not be forgotten in the overall picture, as it will often include a substantial number of managers and is a group from which the next generation of global leaders will be recruited, or which former global leaders move (back) into at a certain point in their careers.

INSPIRATION CATALOGUE FOR DIFFERENTIATING GLOBAL JOB PROFILES

By way of input to your own work of searching out various types of global leadership work in your own role, you can find inspiration in the profiles that our study of Danish global leaders arrived at based on the job content of the individual role. Through 40 short interviews with global managers from 25 Danish multinationals, we attempted to pin down how the job profile for the various groups looks from the standpoint of the global leaders themselves (their actual job description may very well say something different). Use them as a mirror (or possibly scare story) for your own practice – who do you have most in common with? What is your particular mix of tasks? What is the glocalization balance in your job? And how can your current skillset be adapted if you move into a different type of global leadership role?

Keywords for the global job profiles for the HQ matrix manager, the classic expatriate manager and the "glocalist" are presented below:

1: **The HQ matrix manager** is characterized by being located at the Danish head office. The mix between globally and locally oriented tasks is 80 percent global and 20 percent local. The area of responsibility for this type of global leader typically includes activities such as developing corporate standards/best practice and processes, strategy implementation, knowledge transfer and information exchange between HQ and subsidiaries, internal marketing of a company-wide perspective, channels for subsidiaries to communicate up the HQ hierarchy, reintegration of former expatriate managers, induction of employees posted into a location, outsourcing of tasks, virtual leadership and project work, long-distance collaboration and collaboration within dotted-line/matrix structures, compliance and follow-up of corporate initiatives, and increasing cohesion within the company.

2: **The classic expatriate manager** is characterized by often heading a subsidiary outside Denmark – the traditional expatriate manager, for whom local foreign language skills and cultural encounters are a major part of the job. The mix between globally and locally oriented tasks is 20 percent global and 80 percent local. The area of responsibility for this group of leaders is characterized by establishing and starting up new units and functions in a foreign market. This requires them to balance an entrepreneurial mentality and alignment with the company's general standards, recruitment of local staff (often including their own successor), on-boarding of other expatriate managers, coordination between the subsidiary and head office, acting as a communication centre for exchanging knowledge between HQ and country office employees (including links to local branches), strategy execution, transfer of corporate values and core competences from the country of origin, and the practical implementation of CSR/code of conduct.

3: **The "glocalist"** is characterized by taking on tasks that run across a large number of markets or the whole company from a position abroad. The mix between globally and locally oriented tasks is 60 percent global and 40 percent local. They often head up a "mini-head office" in a region, from where they gather and pass on the threads across the company and to and from head office. Balancing many different local and global interests is the art of the possible, which calls for political flair and an overview of a complex group of stakeholders as well as bridge-building and negotiating skills. This group of leader thinks about the whole picture and the group – they are company people without being the long arm of head office. Their area of responsibility takes in a large number of markets, and is often supplemented with more locally-oriented management tasks in individual markets. They travel a lot to build relationships, create trust and provide expertise and feedback, particularly in connection with acquisition and due diligence processes.

FIND OUT MORE

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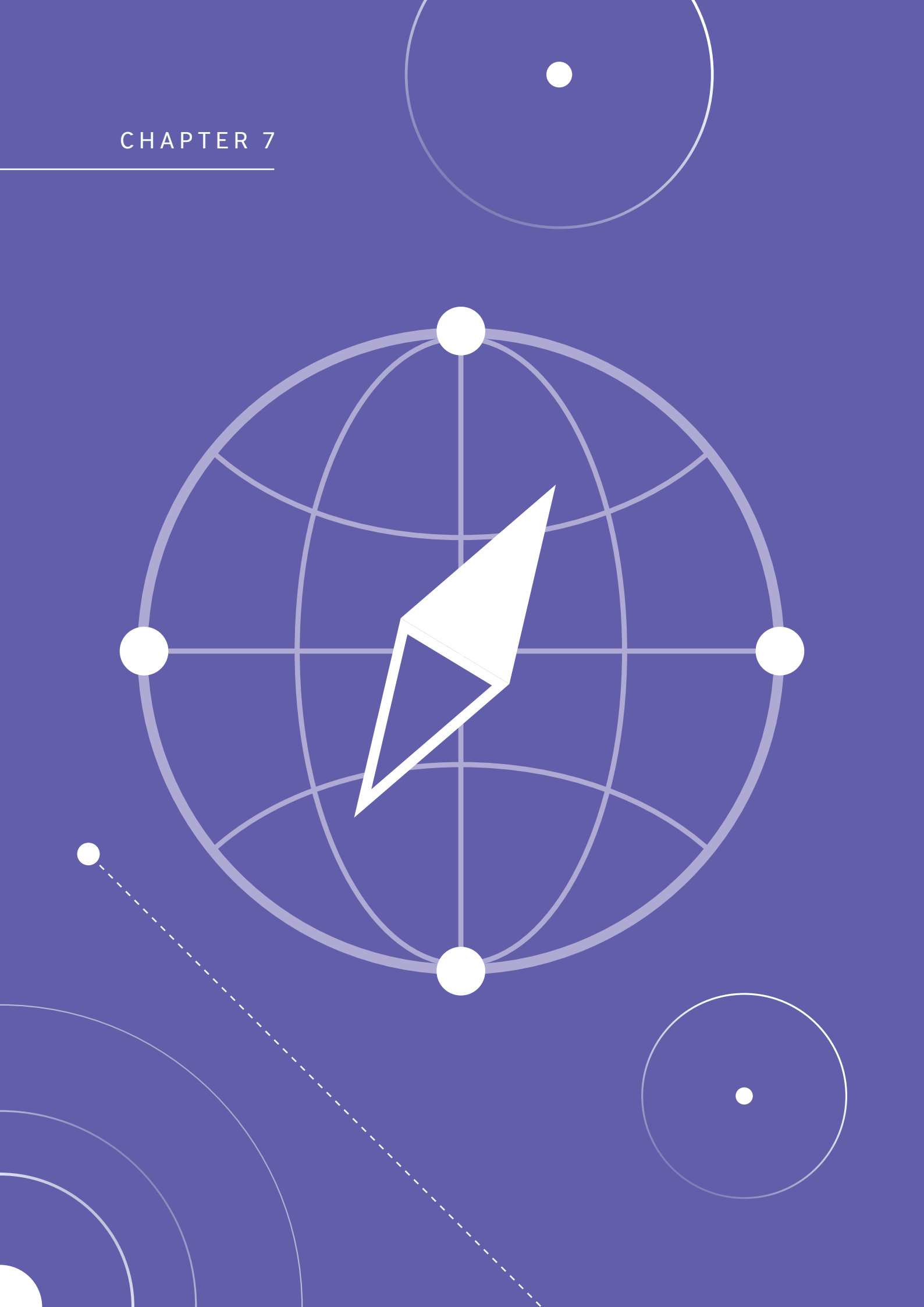
TOOL 5:

PARADOX NAVIGATION IN GLOBAL LEADERSHIP

TOOL 5:
PARADOX NAVIGATION
IN GLOBAL LEADERSHIP

Why: In a busy working life, global leaders are often expected to decide/choose/act/execute quickly, and as a consequence, they often attempt to reduce the leadership paradoxes to dilemmas, in the hope that this will make it easier to manage and control the situation. This tool helps leaders embrace and navigate the paradoxes which inevitably arise when they have to lead and navigate in a global world.

What: This tool outlines an individual personal problem change process in the form of concrete steps that the individual leader can work with (alone or with others) in order to identify, analyse and navigate through paradoxical situations in global leadership.

How and who: The tool can be used by global leaders who want to challenge their gut feeling and put their autopilot on stand-by in order to take a fresh look at "impossible situations" in their global leadership practice. You can use the tool on your own, but the work requires you to actively seek input from others – both people who are involved in an identified paradox and others who have no part in it and can offer a different view.

This tool takes the global leader on a journey of inspiration towards new views of "impossible" problems, through the following phases:
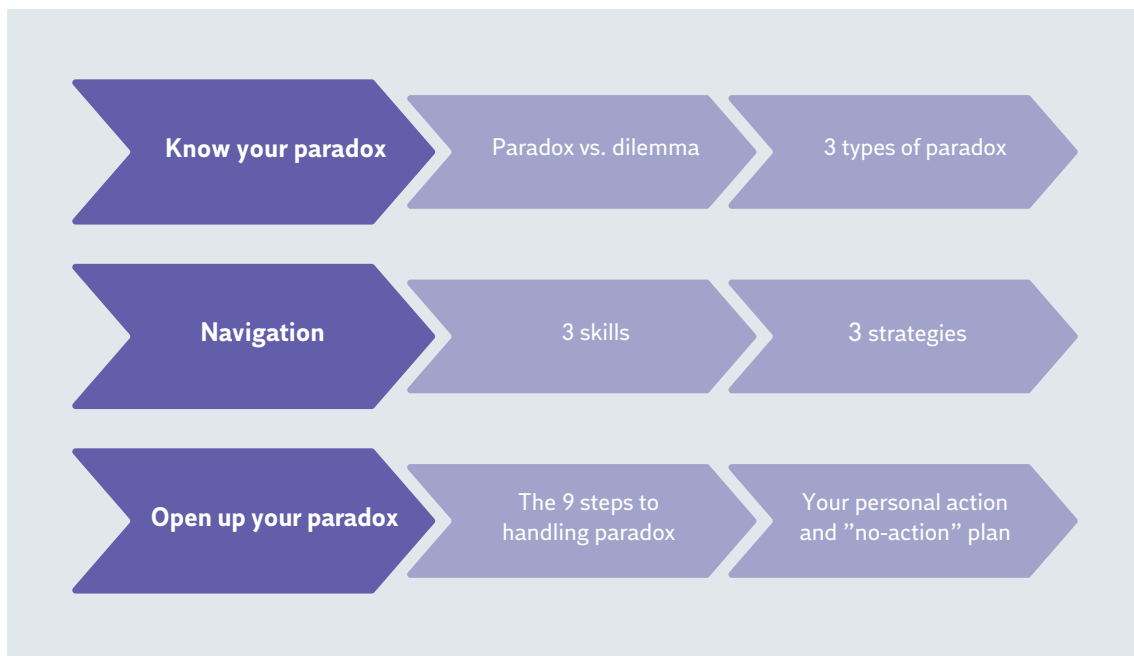

Figure 5.1: The paradox process: from "impossible" situation to viable action

Each of the phases is discussed below, each with questions for reflection related to the user's own leadership practice. As the tile of the figure suggests, our experience is that the idea of paradox can lead to a robust capacity for action – a situation in which the individual leader can both thrive and perform.

PHASE 1, STEP 1: KNOW YOUR PARADOX – PARADOX VS. DILEMMA

Part of the benefit of talking about paradoxes in global leadership is to distinguish paradoxes from dilemmas. This may seem at first like an academic battle of words; "dilemma" or "paradox" – both sound like problems, whatever we call them. However, we have found through workshops at the Academy that the concept of a paradox can be a good opener when it comes to getting a handle on "impossible situations", expanding your scope for action and the number/type of possible outcomes from the paradoxical situations which are part of the DNA of global leadership. Especially the worst part of it all: living with the consequences.

In global leadership, many of the issues we have outlined are not a question of "either/or" but increasingly take the form of paradoxes; instead of an either/or approach, we are faced with a both/and situation. One example might be that, for many companies, it is not a question of choosing between quality and price, but of delivering on quality and price, just as it is often impossible to choose between standardization and differentiation of products and processes in the global organization; rather, it is a matter of standardizing and differentiating at the same time; it is not a case of organic growth or growth through acquisition and alliances, but all of these growth models in (in)glorious combination. It is not a question of evolutionary or revolutionary change, but both together. There is innovation and entrepreneurship ("exploration") and capitalizing on existing core competences ("exploitation"); no distinction of local vs. global but "glocal", and so on. The paradoxes arise at all levels of the organization, in areas such as strategy, structure and the choice of management behaviour, and at the personal level.

While dilemmas imply a need to prioritize (being "caught between a rock and a hard place"), which is a traditional part of the leadership role, paradoxical thinking is more about companies and managers being able to handle a lack of resolution and final decisions which make tough problems go away. It is about cultivating the ability to have your cake and eat it; to sit between two stools both mentally and in practice – all of which may look like an inability to decide or master chaos, in fact a lack of order; a situation we may not all thrive in.

The idea of paradox implies an alternative (not to say opposite) strategy in terms of "resilience", which points to personal and organizational robustness as essential to global performance. Paradoxical thinking does not mean that leaders have to make themselves immune or resistant to ambiguous or mutually exclusive objectives, but they do need to be calm and bold in finding "the serenity to accept what cannot be changed, the courage to change what can, and the wisdom to know the difference".

These situations are by no means the monopoly of global leaders, but they typically navigate in more complex and ambiguous conditions which increase the number of paradoxical choices to be made. These situations are often characterized by the fact that the individual leader's personal values and identity are at stake. One example taken from the individual level is the leader whose company has a code of conduct covering ethically and morally unimpeachable behaviour, which should in theory be observed without compromise in all corners of the organization. But what if following the ethical guidelines is perhaps politically correct but ethically incorrect in parts of the world where social structures and norms are different in a person's country of origin?

The complexity that surrounds managers in global positions is increasing, and with it the number of paradoxes to be tackled. The world around us is getting more global, running in a higher gear and becoming more exposed to competition. The internal organizational processes are also becoming more complex, which means that the opposing demands are growing more numerous and more persistent. Global leaders often experience these paradoxes as a kind of tension in their day-to-day work, and if they are not handled in an appropriate manner, they can lead to uncertainty, confusion, frustration and, in the worst case, paralysis in both managers and employees.

So paradoxes can be quite hard to handle for head office staff concerned with global "compliance", as well as the urge to get things in order and done – managers are used to "fixing" things, but paradoxes cannot be fixed, so we have to do something different when we are confronted with paradoxes than when we face "normal" or "classical" problems. Paradoxes also bring out a great need to bring sense and clarity to the organization/setting and staff to explain why it is quite OK to be in limbo (or purgatory) the whole time. It is not indecision or the fact that things are in a mess that prevents us from drawing a line in the sand; it is simply not the intention for the problem to "go away" – the whole point is to sit on the seesaw and look for the point of balance as something to be constantly found, lost and rediscovered in a fresh state of temporary equilibrium. It is about being able to handle the complexity and hence also the paradoxes – in ourselves and others. In other words, it is a core competence for the global leader to be able to handle paradoxes effectively. However, paradoxes can easily throw us into a panic, as the complexity in organizational life makes it harder and harder to navigate between opposing demands and expectations.

PHASE 1, STEP 2: KNOW YOUR PARADOX – THREE TYPES OF PARADOX

The next step in the process is to distinguish between three types of paradox:

- Organizational paradoxes
- Role-related paradoxes
- Individual paradoxes

The **organizational paradoxes** typically arise out of the nature of the organization, with competing objectives and processes. These paradoxes may be about centralization versus decentralization, stability versus change, delegation versus control, or people versus results. These challenges are an inevitable part of organizing a business, and they can be particularly visible in connection with organizational change processes and organization across national frontiers.

The **role-related paradoxes associated with global leadership** have to do with the competing demands that are built into the role. These are the tensions that come from opposing demands on and expectations of the leader, perhaps in the form of expectations that the leader will understand/represent a specific demand/need from the staff which may not match the overall strat-

egy. This form of paradox concerns the type of management behaviour the global leader needs to display in order to appear trustworthy in different contexts, and the flexibility the leader needs to display in order to succeed.

The **individual paradoxes** arise out of the personal pressure that may be experienced between an individual and a common identity and/or values. The individual paradoxes are often felt as a tension in relation to the possible emotional pressure on the leader's own identity and values, which may make itself felt at the interface between the individual and the community. For example, when the leader has to strike a balance between delivering as an individual while also being a team player, and when the leader has to be true to the decisions of senior management but feels they conflict with his/her private/personal attitudes and values.

The most important thing is not to identify the types of paradox that face us, but to know that they are there and manifest themselves as opposing tensions. By accepting paradoxes as a normal state of affairs and an integral part of their organizational reality, the leader can make room for the paradoxes to be discussed with other managers and/or employees, possibly with a view to arriving at new and perhaps more creative ways of dealing with the paradoxes. This can potentially open up new and alternative ways of viewing the challenges.

PHASE 2, STEP 1: PARADOX NAVIGATION – 4 CRITICAL SKILLS

There are a number of critical skills that the global leader can usefully build up and develop in order to navigate the paradoxes more effectively. These are:

Reflection – The ability to see things from many angles and learn from one's experience.

Courage and resilience – Daring to engage actively with the paradox by using it constructively to develop the organization, and to use the tensions inherent in the paradox to challenge the organization and the underlying assumptions. It takes courage to do things differently than expected (by other people).

Communication – The ability to address many different sides of the paradox and strike a balance in one's communication without favouring any one perspective over another.

"Negative ability" – To live with not always having an answer, and not acting. Daring to question "what we always do", and daring and being able to doubt and not know. Being able to withstand living in the present and being under pressure – and still resist trying to "fix" the paradox (as, by definition, paradoxes cannot be fixed).

PHASE 2, STEP 2: PARADOX NAVIGATION – 3 STRATEGIES

In practice there are three strategies that can be brought to bear when the global leader has to navigate in and around a paradox.

Acceptance: A fundamental acceptance of complexity and paradoxes as a fact of life for organizations – particularly those undergoing change – is a necessity if the leader is to be able to handle the paradoxes.

Integrated thinking: An attempt to uncover the positive aspects related to the paradox and so create a win-win situation for all parties involved in a both-and situation. A desire for and effort to find a third way, which may mean harmonization or perhaps a mixture of parallel lines of development and objectives.

Positioning: To consciously position yourself for a time at one "pole" of the paradox and actively distance yourself from the other, based on strategic, human or organizational considerations, in the knowledge that the other pole cannot be neglected or forgotten altogether.

PHASE 3, STEP 1: OPEN UP YOUR PARADOX – THE 9 STEPS TO HANDLING PARADOX

In this step you should choose an actual paradox from your own experience and work through it from identifying the "impossible" element in the situation to determining how to handle it in the future:

1. The actual paradox
- Think of a paradox you are faced with in your role as global leader
- Describe the paradox, either to yourself or to someone you can "spar" with about your management challenges. Define the opposing demands and the tensions they create

2. Take hold of the paradox
- What tensions does the paradox raise? Try to spot the different indicators, such as attitudes or behaviour, that cause you to feel it as a paradox.
- What patterns or themes are present in the paradox?
- Why is what lies in the paradox important to you?
- What factors do you feel affect the paradox?
- What type of paradox is it?
- What concerns do you have about the paradox?
- Do you need any help from others to deal with this paradox?

3. New perspectives on the paradox
- Try to see the paradox from different angles to get a fresh perspective on it. Try to complete the sentences:
  o "It's actually good that things are this way, because ..."
  o "If only we could X, the situation would be manageable, because ..."
  o "It doesn't matter if we do things differently, because ..."
  o "If I did X differently, the situation would be better, because ..."
- What questions can you ask to explore other sides of the paradox?

4. Other people's views of the paradox
- What do other people with an interest in different sides of the paradox have to say about its importance?

- How will other people who are or will be affected by the paradox, think and feel about it?

5. Navigation in the paradox
- What do you believe other people with an interest in the paradox think and feel when you take decisions that affect them?
- How would others expect you to manage the paradox?
- What expectations do others have of you?
- What expectations do you have of yourself?

6. "Both/and" views
- Consider ways of making a connection to all sides of the paradox from a "both/and" viewpoint
  o Try, for example, to transform the sentence:
    "We have to choose between X and Y options in this situation, because ..." to "We can do both X and Y in this situation, because ..."
- How do you feel about these possibilities? Try to approach them from different angles

7. Future scenario
- Describe your situation in six months from now, when everything is working well; what will be the result? What made this possible?
- What is the worst thing that can happen?
- If you were to share your concerns about this with others, what would they think or do?

8. Trying different options
- What options do you have to try different actions/decisions?

9. Living with the paradox
- What marks out what you do and feel in relation to the paradox? Note the words and "mental images" that come to you.
- What would happen if, the next time you felt there was something you "ought" to do, you replaced this thought with "what you wanted to do" or "what stopped you" from doing it?
- How realistic is it to want to do something yourself while also wanting to give others the opportunity to do something else?
- What is stopping you from expressing your feelings about the paradox?

PHASE 3, STEP 2: OPEN UP YOUR PARADOX
– YOUR ACTION PLAN – AND NO-ACTION PLAN

You now need to decide on your next steps; both about what to do and, perhaps just as important, what not to do:

- What actions will be acceptable and appropriate, and which will not be acceptable when it comes to the paradox?
- What is your next step in relation to the paradox, and when will you take it?
- What skills/experience/support will you draw on?
- Where will you actively decline to act?

There are those who believe that westerners are inclined towards "either/or" thinking while Asian cultures, for example, are much more marked by "both/and" thinking. Whatever baggage you bring into your work with paradoxes, our experience at the Academy is that paradoxical thinking takes time and training – ideally together with others.

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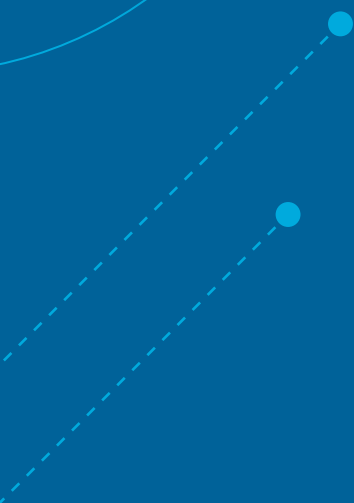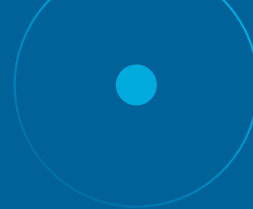
TOOL 6:

YOUR GLOBAL LEADERSHIP STYLE

– ALIGNMENT OR DIVERSITY-ORIENTED

TOOL 6:
YOUR GLOBAL LEADERSHIP STYLE –
ALIGNMENT OR DIVERSITY-ORIENTED

Why: The classic act of balancing the need for integration versus local adaptation in global leadership often arises from a strategic choice that the company can usefully make on the basis of markets, customers and the position and quality of its competitors. Some factors pull towards integration, others push towards local customization, so the thing is to find the "best fit" between the two extremes for the individual business. An often overlooked aspect of this debate is there are often individual differences and preferences which govern the way in which leaders handle and balance standardization and differentiation. In other words, it is not only the company's concerns that have to be considered in the balancing act: as a global leader, you may be inclined towards a given standpoint, which may then be more or less challenging in relation to the stated strategy of the company.

What: The tool distinguishes between two individual approaches to standardization/differentiation questions: An alignment-oriented approach and a diversity-oriented approach. Based on an analysis of these two styles, you can assess your own preferences and consider what effect they have on your personal leadership.

How and who: The tool is used by global leaders who want to judge how their own leadership style affects their handling of the tension between alignment and diversity in their personal leadership, and the areas where it might be helpful to adopt elements of the other leadership style. The tool can be used for individual reflection, where opinions and experience of global standardization and local adaptation collide, including ways of handling paradoxes and making flexible use of both leadership styles.

A CLASSICAL DEBATE, A NEW PERSPECTIVE: STANDARDIZATION VS DIFFERENTIATION AS A LEADERSHIP PREFERENCE

There is a classical debate in global leadership: integration or customization, standardization or localization – how much should be the same and how much should be different in the global enterprise when it comes to products, processes and pricing?

One dimension of this classical dilemma which particularly interested the members of the Academy is how to deal with standardization and localization when it comes to the company's values and core competences (comments and input from 12 visits to DI member companies in the period January-April 2009). As with so many other topics in global leadership, the evidence and opinions are divided on how much should be harmonized and how much room there should be for "a thousand flowers to bloom". Some people see corporate culture as a potential "third way" which can bridge over a multitude of differences in the global enterprise and establish common ground; others focus on the possibility of capitalizing on local differences, and of ensuring that the corporate culture picks up new trends and facets in its encounters with new markets, institutions, customer groups and cultures with a view to strengthening its global outlook and competitiveness. In other words, a focus on exchange of values, or ascribing value to either integration or local customization.

As this example of standardization or differentiation in the corporate culture illustrates, the discussion often arises from a strategic choice that the company can usefully make on the basis of markets, customers and the position and quality of its competitors. Some factors pull towards integration, others push towards local customization, so the thing is to find the "best fit" between the two extremes for the individual business. An often overlooked aspect of this debate, however, is that there are often individual differences and preferences which govern the way in which leaders handle and balance standardization and differentiation.

A PERSONAL APPROACH TO STANDARDIZATION VS DIFFERENTIATION

We can approach the task of global leadership in many ways and, depending on the context the individual leader has to succeed in, some approaches may make more sense than others. If global leaders are to choose their approach and develop the ability to balance and combine different approaches to a given context and situation, they need to be aware of the cards they hold.

That is the purpose of this tool, as one of the research projects run for the Academy discovered two different leadership styles that characterize global leaders' approach to the standardization/differentiation dilemma: the "alignment-oriented" approach and the "diversity-oriented" approach to global leadership.

ALIGNMENT-ORIENTED APPROACH TO GLOBAL LEADERSHIP

Global leaders with an alignment-oriented approach focus on implementing general rules and common structures across national and organizational boundaries. Among other things, this means that the alignment-oriented leader strives for a "one-size-fits-all" organization structure rather than making changes to fit the local (national) culture. This leadership behaviour has the advantage that it creates cohesion between different parts of the organization in terms of structures, processes, methods etc. However, the approach may be felt to be inflexible towards local conditions and cultures, and can impede organizational adaptation to the settings in which the business has to operate around the world.

Global leaders with this approach argue that the differences between countries and cultures are overstated, and in many ways regard global leadership as the same thing as "normal" local leadership. That means that the global leader with an alignment-oriented approach believes that general management principles are applicable in most situations and can be used in spite of cultural differences. Alignment-oriented leaders do not see global complexity as anything particularly different from local complexity.

Alignment-oriented leaders advocate a strong supranational organizational culture which aims to supplant the local differences. At the personal level, global leaders with an alignment-oriented approach strive for consistency and do not change their behaviour when they meet with different people and situations.

DIVERSITY-ORIENTED APPROACH TO GLOBAL LEADERSHIP

Global leaders with a diversity-oriented approach believe it is important to constantly adapt various part of the business to the local context. That means that diversity-oriented leaders are always striving to adapt their leadership behaviour to the people and situations that they encounter in the organization.

The behaviour of the diversity-oriented leader may be described as inquisitive and flexible as it comes out in different cultural and organizational contexts. However, this behaviour may also be perceived as inconsistent because the leader focuses on the local ahead of the global, which may reduce the sense of coherence within the organization.

The global leader with this approach treats people differently according to their personality and cultural background, and handles teams differently according to the composition of the group. They see global leadership as something distinctly different from local leadership, and are aware of the increased complexity that arises from the many cultural contexts within the organization. Diversity-oriented leaders will see this sort of complexity as a strength rather than a challenge. So they use their behaviour to try to bring these cultural differences into the open to make them visible to all, and in this way they use the existing diversity to strengthen the business.

WHICH TYPE ARE YOU?

Global leaders naturally take different approaches to their leadership tasks and can be characterized according to the two descriptions above in terms of:

1. How much emphasis do they place on applying global rules and leadership principles?

2. How much emphasis do they place on individual and organizational/local attributes?

If we compare the two approaches, it is clear that they both have advantages and disadvantages and that they are opposed to each other in some areas. The advantages of taking an alignment-oriented approach are in the focus it brings to organizational cohesion. Consistency and standardization of procedures support a strong corporate culture and a shared understanding across the organization. They signal solidarity and similarity between individuals, groups and organization units. The drawback is the lack of adaptation to local contexts and cultural differences. This limited organizational flexibility may result in a form of disconnect between the local units and head office. Contrary to the intention behind an alignment-oriented approach, this may contribute to a sense of fragmentation within the organization. The local employees may also feel alienated in the face of the dominant corporate culture if it is perceived to be marked by cultural ignorance and perhaps even disrespect.

Against this, global leaders with a diversity-oriented approach may be able to adapt their rules and behaviour to support the local context and so exploit the advantages to be found in diversity within the organization. The disadvantages of this approach are that this leadership style may be perceived as inconsistent by the staff and as expensive and inefficient by their superiors when the global leaders are repeatedly obliged to adapt and modify their leadership style and systems to the situation and the context.

All leaders have their own mix of the two approaches, and the optimum combination of the two will depend entirely on the context and situation in which they are to be used. Whatever the situation and the context in which the global leader has to operate, it is essential to be able to navigate between the many differing interests in play in the organization and to keep a constant eye on how the manager's leadership style can best support the aims of the business.

So it is not helpful to stick to one approach in preference to the other; rather, you need to be able to move flexibly between the two according to the type of leadership that is needed. The most crucial behavioural challenge for global leaders is thus to balance the need for global rules and procedures, to maintain internal cohesion and achieve economies of scale, while adapting the same structures and procedures to the

local context to reap the benefits of diversity and local knowledge.

The model lists the leadership implications and differences/similarities in applying the two approaches:

	Alignment-oriented global leadership behaviour		Diversity-oriented global leadership behaviour	
	Advantage	**Disadvantage**	**Advantage**	**Disadvantage**
Lead the organization	Common structures, procedures and rules	Lack of adaptation to the local context	Adaptation to the local context	Lack of organizational cohesion
Lead people and relationships	Corporate culture supplants the local cultures – unites Adaptation and selection	Lack of respect for the local culture Risk of "group-think"	Local staff feel included on their own terms	The local perspective trumps global considerations – decoupling the local from the global
Self-leadership	Faith in one's own personality Consistency of behaviour – easier to "brand" leaders	Lack of flexibility	Curiosity, flexibility, modified behaviour	Too flexible, inconsistent behaviour

Figure 6.1: Two approaches to global leadership behaviour

QUESTIONS FOR REFLECTION

What elements of alignment-oriented leadership behaviour can I recognize from my own leadership practice?

What elements of diversity-oriented leadership behaviour can I recognize from my own leadership practice?

What is my preferred leadership style and which leadership style is most appropriate to my current management function (0–100 percent)?

What mix is most appropriate to my current management function (0–100 percent)?

How does the combination support the company's overall strategy and the context in which the business needs to produce results?

What works really well with this combination of the two leadership styles?

What is less effective in this combination of the two leadership styles?

What could I usefully do more of, less of or differently in the future?

FIND OUT MORE

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TOOL 7:

VIRTUAL COLLABORATION AND DISTANCE LEADERSHIP

TOOL 7:
VIRTUAL COLLABORATION
AND DISTANCE LEADERSHIP

Why: The use of technological tools such as e-mails, phone calls, video-conferences etc. is a fact of life for most leaders today. It is crucial for the global leader to be able to use these options to the best advantage, as they are lifeblood of dialogue with the staff, who are often dispersed around the world. This section focuses on some of the leadership issues that may be associated with leading via electronic media and other kinds of technological aid. Here global leaders will find a lot of good tips and suggestions for a process they can usefully go through with their teams in order to identify the framework and ground rules for the most effective virtual collaboration.

What: Virtual leadership is a name for the type of leadership exercised by technological means. Virtual leadership comes into play when the leader and the team members are physically remote from each other. There may often be time differences too, and virtual leaders then have to compensate for both physical remoteness and the fact that the collaboration often takes place outside normal working hours. In this sense, the conditions behind virtual leadership are very reminiscent of what we mean when we talk about distance leadership. And in practice, the two leadership disciplines will also be hard to tell apart.

How and who: The tool is intended for global leaders who are not based in the same location as their staff and are therefore dependent on the use of electronic media to discharge their leadership responsibilities. The tool and the process that it supports can best be used in close collaboration with the employees.

GLOBAL LEADERSHIP – CLOSE-UP LEADERSHIP
AT A DISTANCE AND VIRTUAL COLLABORATION

"Whatever happens, make sure you don't break the connection"

(Global leader, Global Leadership Academy-seminar, November 2016)

The global workplace places demands on the ability of companies and leaders to coordinate activities across national borders. For the global leader, it is often a fact of life that their staff are dispersed in terms of geography, time zones and organization units. In theory, all members of the team could be working in every possible location and at all possible times of the day. Neither employees nor managers necessarily need to come in to a fixed address; they can work from airports, summer cottages, private homes or dif-ferent company addresses. In practice this means that a significant part of the communication within the team has to be conducted via electronic media, mobile phones, video-conferencing etc. – what is nowadays called virtual collaboration. This is contrast to traditional collaboration and leadership where the manager and all of the team members are gathered in the same geographical location, work at the same times of day and can communicate directly with each other.

The global workplace can cause the individual employee to lose the sense of "belonging". There is also a risk of staff who are managed remotely, as opposed to employees who are in daily contact with their manager or colleagues, feeling that they

have to find meaning in their work themselves, which places great demands on their ability to motivate themselves. For the global leader, it is then absolutely crucial to reduce this feeling of isolation and maintain a high level of motivation in every member of the team. In other words, the global leader needs to compensate for the deficits that arise when the team, including the leader, do not meet physically on a daily basis.

With all of the challenges that go with working in virtual teams, we may well ask why companies are practising this on a wider and wider scale. There are typically two general arguments in favour. First, virtual collaboration makes it possible to assemble (project) teams with a broad range of skills and cultural backgrounds. Globalization provides companies with access to a bigger pool of talent, and there can be many benefits in creating very diverse teams, as this helps to improve the quality of the solutions produced by the team. This assumes that the team is working well, and if the members of the team are spread across different locations, a special effort is required.

Secondly, there may be financial incentives to work in virtual teams. Every time a virtual meeting is held, the company saves money on air tickets and hotel accommodation for the attendees, as well as the time the participants spend travelling. If we look at these factors alone, there is every reason to hold all meetings virtually. However, this will quickly produce a management dilemma, as we also know that physical meetings are particularly effective in building trust within the team. Virtual collaboration may not necessarily replace the normal physical meetings, so a major task for the global leader is to strike a balance between physical and virtual meetings.

In practice, leaders who work virtually have to do the same job as managers who work in the same physical location as the rest of the team. Targets have to be defined and followed up, people have to be motivated, development advanced and priorities set. These activities can be challenging in themselves, but for the virtual leader, the geographical distance and time difference will increase the complexity of the leadership tasks. And this complexity will be all the greater if there are cultural differences between the members of the team.

Separation in time and space will simply mean that clear agreements, structure and discipline are even more important for collaboration than when we work in the same physical setting and at the same times. To address this, the global leader should lay down clear guidelines for practical collaboration. For example, there could be guidelines for response times in virtual working, clear agreements on how and when it is OK to contact each other outside normal working hours, and so on.

One way of maintaining motivation in the individual employee is for all team members to be invited to provide input to the guidelines to be laid down, and wherever possible, the wishes and needs expressed by every member of the team should be taken into account. In practice, however, it may be difficult if not impossible to accommodate all wishes and needs, so it is essential for the leader to communicate actively on the decisions taken when the framework for virtual collaboration is established.

To address the feeling of isolation and motivate every member of the team, global leaders of virtual teams should try to create a kind of global presence. This can be done with a leadership style which sets great store by detailed knowledge of the team's work, setting clear objectives and holding a reasonable number of face-to-face meetings. The global virtual environment necessitates a flexible and proactive leadership style in order to accommodate the employees' differing cultural backgrounds and overcome the geographical distance. Clear agreements should be made on how and when the leaders can be contacted, and the targets for the team as a whole and for the individual employees should be clear and transparent. If the virtual team is made up of people from different cultures, it is especially important for the leader to have an open and patient approach combined with strong cultural awareness.

There follows an overview of some of the chal-
lenges associated with working displaced from
others in time and space, with suggestions for
how these challenges can be addressed in terms
of leadership:

LEADING TEAMS IN DIFFERENT TIME ZONES

Leadership suggestions for handling the challenges associated with working in different time zones		
Benefits of working in different time zones	**Challenges**	**Leadership approach**
Work can be done efficiently by applying the "follow the sun" principle*	Lack of communication because of limited overlap in working hours	Structure communication and create guidelines for response times to e.g. e-mails
	A feeling of isolation because of limited interaction in "real time"	Be sure to give the different attendees a chance to participate when communicating by telephone and/or video conferencing. Vary meeting times so everyone has a sense of "give and take"
	Problems with work-life balance from attending meetings outside normal working hours	Make room for employees to give input on when and for how long they can attend meetings outside their normal working hours
General	Global virtual leaders need to pay special attention to challenges related to the norms for virtual working when it comes to older and more experienced employees, as they will often have more difficulty with this than younger team members who are more technologically "savvy".	

Figure 7.1: Handling issues with remote collaboration

*The "follow the sun" principle is a workflow in which daily tasks are passed on between employees/units located
 in different time zones. This means that the work never has to stop.

MANAGEMENT OF TECHNOLOGICAL ISSUES

The technological challenges in virtual collaboration may be crucial to the ability of the team to produce the expected results. This makes it an aspect to be considered and handled alongside the other issues in virtual leadership and collaboration. In this connection, it is worth noting that training in the use of technological aids and developing the required skills are often underrated.

Management of technological aspects of virtual collaboration			
Different media	**Positive aspects of the medium**	**Challenges**	**Leadership approach**
Telephone and video conferences	Instant feedback from staff dispersed around the world	Failure of internet and video connections	Invest in technological infrastructure
		Excess of information with too many participants in virtual meetings	Ensure that participants know their role and understand their reason for attending
		Virtual team members are "invisible" in telephone and online meetings	Ensure that all participants are involved by addressing them personally
E-mails	More time for reflection	Delay to work and lack of immediate feedback	Draw up agreements/policies on response time for e-mails
		Team members start e-mail "wars" or delete all e-mails where they are cc'd	Draw up agreements/policies stating when the next level in the organization should be involved in the communication
General	In global virtual collaboration, the leader should encourage the use of e-mail, as this medium has a positive effect on satisfaction compared to other media		
	In global collaboration, the leader should pay particular attention to technologically marginalized groups and employees with language difficulties		

Figure 7.2: Management of virtual collaboration

MANAGEMENT OF CULTURAL/LANGUAGE DIFFERENCES IN THE VIRTUAL TEAM

The virtual environment has a tendency to magnify the challenges arising out of differences in national culture. This makes it especially important for global leaders working virtually to foster understanding of the differences that exist within a team made up of people of different nationalities. Experience shows that performance and satisfaction in teams which have decided that everyone should speak the same language at all times are higher than in teams working in many different languages.

Cultural differences affect the styles of communication used by the staff and the leader, and may also have a negative impact on the effectiveness of virtual teams if there is a lack of mutual respect and understanding of these differences. Cultural differences between team members can be addressed by giving training in cultural awareness and e.g. focusing on how the different cultures combine to affect the way in which we use and communicate in different media. Language difficulties are often more noticeable in phone calls because of differences in accent and vocabulary. This last can be addressed by increasing awareness of the relationship between language differences and the media used, and by providing language training.

Cultural and linguistic issues in leading virtual teams	
Challenges	**Leadership approach**
Cultural differences	• **Make targeted efforts to build and strengthen relationships within the team and between subsidiaries and HQ** • **Training in cultural knowledge and intelligence** • **Media policy focusing on cultural issues related to the use of virtual media**
Language differences	• **Language training** • **Media policy focusing on language issues related to the use of virtual media**
General	**When global virtual leaders and staff are chosen, cultural understanding and intelligence should be taken into account. Both managers are employees in virtual teams should generally be encouraged to be open and curious when it comes to cultural diversity.**
	It is worth noting that cultural competence works differently in virtual teams than in teams based in the same geographical location, as the behavioural aspect is unlikely to have the same effect in a virtual context as it does when team members are in the same physical location. This means that even leaders with extensive experience of cultural encounters may need to adjust their experience to a new situation.
	Team members in global teams where the common language (English) is used all the time, are more satisfied.

Figure 7.3: Virtual teams – culture and language

VIRTUAL LEADERSHIP IN YOUR OWN WORK

If your position as a global leader requires you to work virtually, it is a good idea to involve your staff in a process of defining guidelines for how the collaboration should work in practice. Before you involve the team, you should think carefully about your ambition for the team, the results you need to produce and how you want this to be achieved. If it is at all possible, there is much to be said for gathering the team together physically to agree on the ground rules and guidelines.

In this section, we will present you with a process for working with your team, based on the issues you have considered, to lay down rules and guidelines to achieve your goal together. If you can get someone (a colleague or HR consultant) to help you to facilitate the process, this may help by allowing you to enter into the discussions that form the basis for the decisions on an equal footing with the rest of the team.

Step 1
Communicate your ambition for the work of the team in the coming period and the situation in which it is to be done. Be especially clear about the common objectives and (if you have not done so before the meeting) hold 1:1 (possibly virtual) sessions with each of the staff and communicate their targets to them clearly and precisely.

Step 2
The team formulates a shared purpose based in the global leader's ambition and the team's goals. Questions to assist in this might include:

- What were we as a team brought into being for?
- Why should we do what we are doing together?
- What purpose does it serve?
- How does it contribute to the company's overall objectives?

Step 3
Based on the goals the global leader has formulated for the work of the team, the employees specify the concrete performance targets. Questions to assist in this might include:

- What exactly are we aiming to deliver?
- When do we have to deliver?
- What quality are we expected to deliver?
- How much do we have to deliver?

Step 4
Based on the framework that has been communicated for the work, the team works to formulate shared attitudes/values defining how they intend to work together to achieve the agreed goals. Questions to assist in this might include:

- What is important to you in your work together?
- How can you ensure that you build and maintain trust in each other despite not being together from day to day?
- How do you want to communicate with each other?
- How do you resolve disagreements and conflicts within the team?
- How should your collaboration work from day to day?
- Do you need to agree on a common language? Response times to e-mails? Anything else?

Step 5
There should be agreements on roles and responsibilities in the team. Questions to assist in this might include:

- With regard to the goals we have to achieve, what skills do we need and who in the team has these skills?
- What roles do we need in the team?
- How do we arrive at the best match between roles and skills?
- Do we need any skills that are not present in the team right now? How could we compensate for this?
- What responsibilities go with the various roles?
- Who does what as a result of step 3?

Step 6
To build a shared commitment, agreements should be made on the obligations of the team members to each other. Questions to assist in this might include:

- How do we ensure that we help each other even though we do not all see each other every day?
- How and when do we ask each other for help?
- What can we expect from each other from day to day?

- What do we do if we find that a colleague seems pressured or depressed or does not get back to us as agreed?
- How do we celebrate our successes in the virtual universe?

Step 7
To ensure that the team fulfils its agreements and mutual commitments, the collaboration should be evaluated as the work progresses. The team should agree on how to do this. Questions to assist in this might include:

- How often do we follow up and evaluate our work together in the team?
- How often do we evaluate our work products and our ability to produce the expected results?
- How do we evaluate?
- How do we ensure that we learn from our failures – and our successes?

Expectations of the global leader who has to succeed in a global environment are closely linked to the many other skills we discussed in the earlier chapters of this book. And remember that leadership is a collaborative effort. It is not something the global leader "goes and does" to his staff. Good leadership is something you make together, and just as with traditional leadership, it is also important for the global employees to seek out what they need from each other and from their leader in their day-to-day work. If anything, it is even more important to remember this when the team is not together from day to day and the leader cannot so easily spot employees who are not happy, not performing or experiencing personal crises and/or successes and need some form of attention from management.

FIND OUT MORE

Lauring, J. & Klitmøller, A. (2014). *Global Leadership Competencies for the Future. Virtual Collaboration.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

Straub-Bauer, A. (2014). When a thousand kilometers separate manager and employee. *GLA Insights,* April 14, 2014.

Straub-Bauer, A. (2014). Virtual leadership skills. *GLA Insights,* January 12, 2014.
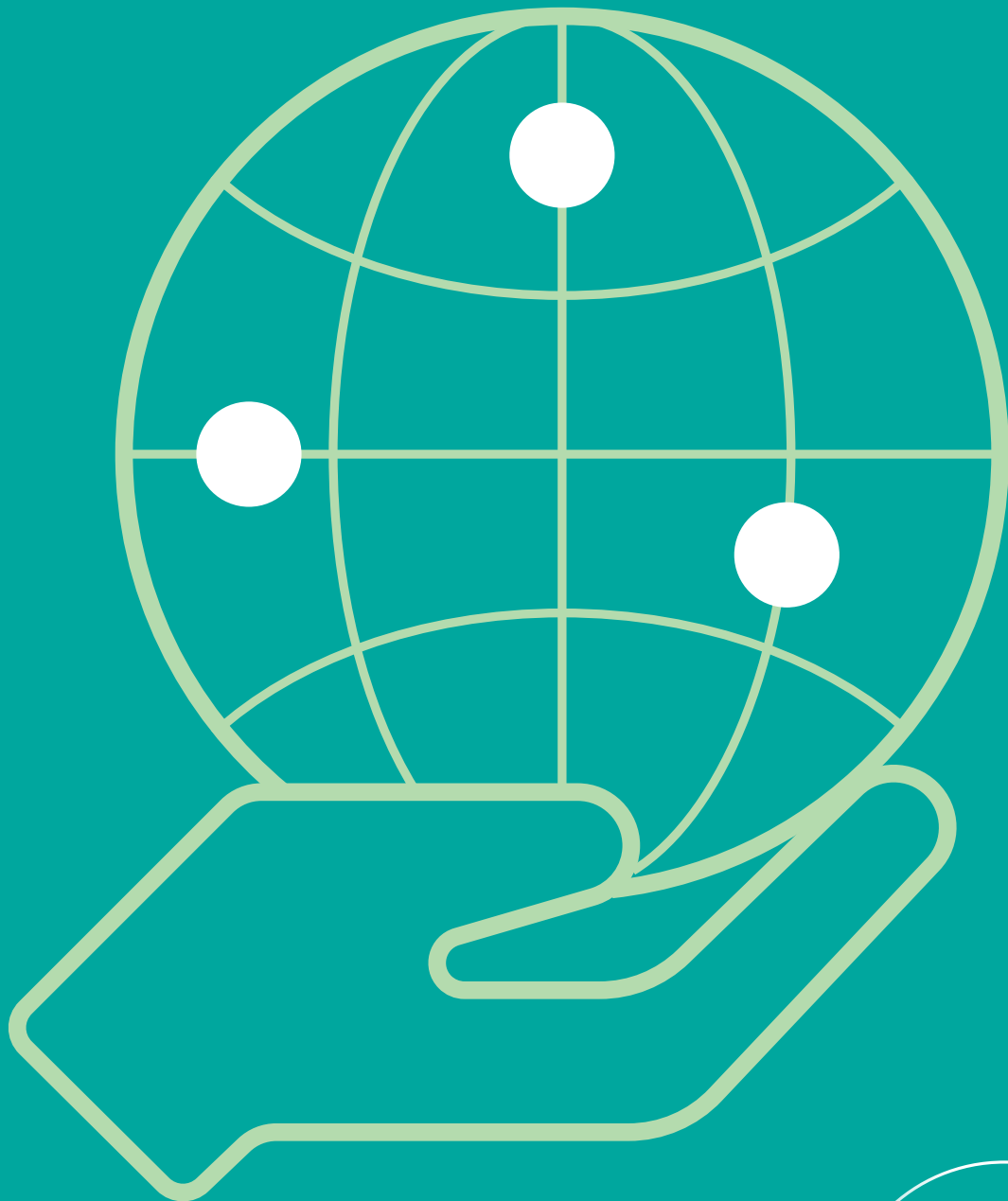
TOOL 8:

TRUST AND CONFLICT IN GLOBAL COLLABORATION

TOOL 8:
TRUST AND CONFLICT
IN GLOBAL COLLABORATION

Why: Global enterprises are often described as being particularly prone to conflict due to the challenges they face, e.g. increasingly complex demands for coordination across the organization, strong and varying expectations from stakeholders and constant organizational change, combined with linguistic and cultural differences and geographical distance. Many global leaders find that global collaboration raises particular demands for trust and that conflicts need to be prevented and addressed under different conditions than is the case in a local environment.

What: This tool zooms in on trust and conflict in global working, and looks at how building trust and handling conflict are complicated by language, cultural differences and geographical distance. In this tool, points to consider and questions for reflection on building trust and managing conflict will guide you towards a picture of where you as a leader can usefully step up and be more aware of conflicts which might otherwise fly beneath your radar.

How and who: The tool can be used by global leaders who want to strengthen their conflict management skills in global collaboration situations, and to prevent conflicts by proactive efforts to build trust.

TRUST AND CONFLICT IN GLOBAL COLLABORATION

Trust is an essential factor in all types of collaboration, and conflict management is an inevitable part of the leader's role. In global collaboration situations, however, there are some specific factors present which mean that trust has to be built up and conflict managed under different conditions and on different terms from those you are used to. This tool zooms in on three of these factors which make it harder to build trust and handle conflict, as shown in the figure below:
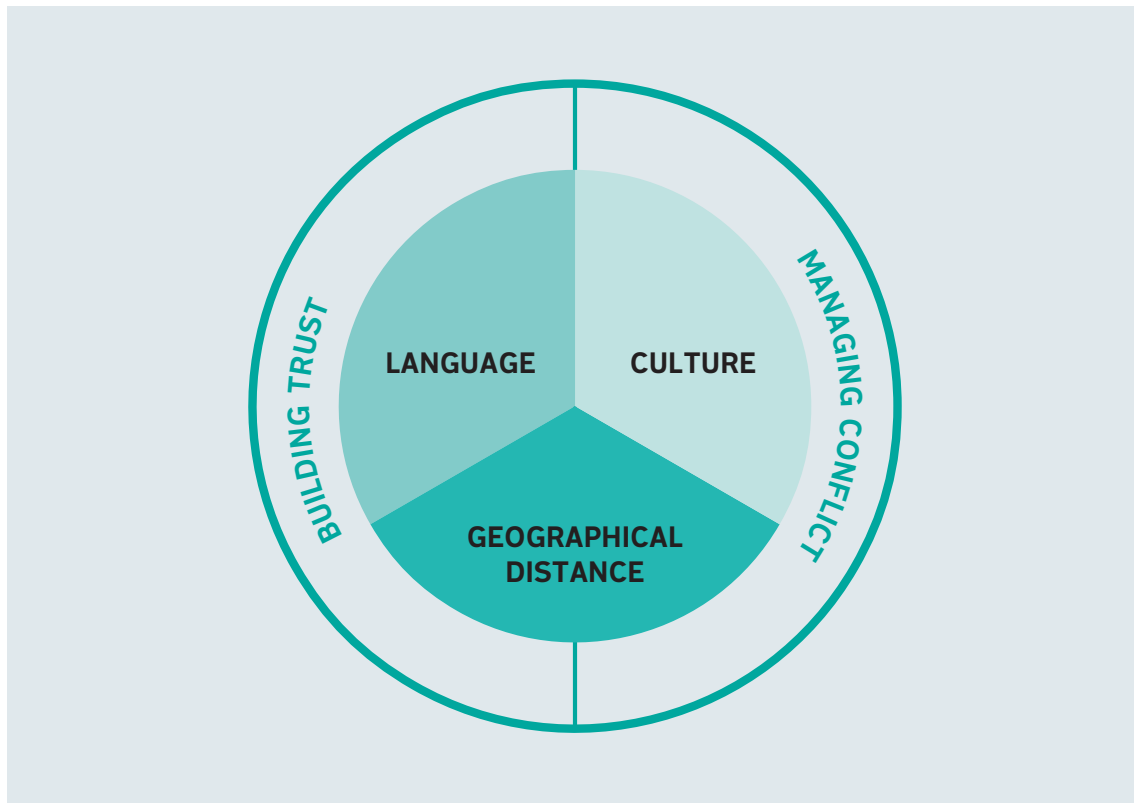

Figure 8.1: Building trust and managing conflicts in global collaboration

This section provides some food for thought on how linguistic and cultural differences and geographical distance affect trust and conflict in global collaboration, and how a leader can address the challenges and capitalize on the opportunities.

TRUST

Not surprisingly, a high level of trust among employees who are geographically dispersed has a positive effect on satisfaction and well-being in the team members, and a high level of trust also affects communication and performance in the work of individual global employees. Trust among global employees also affects their acceptance of different values and attitudes held by their colleagues. People working in global teams with a high level of trust are often better at acquiring the knowledge that they need from each other from day to day.

We can distinguish between two different sorts of trust:

- Cognitive trust, defined as the global employee's belief in a colleague's functional competence and expertise. In other words, cognitive trust is based on an assessment of a colleague's ability to do a given job.

- Affective trust, defined as the trust one has in a colleague on the basis of the feelings that arise out of the degree of empathy and con-

cern displayed by that colleague. Or, to put it another way, affective trust has its roots in the belief that other people like you and have good intentions behind the things they do.

If we study trust in a global context, it is particularly interesting to look at three forms of difference that can each have a crucial influence on trust or the lack of it: **language differences, cultural differences and geographical distance**, as illustrated in the figure below:
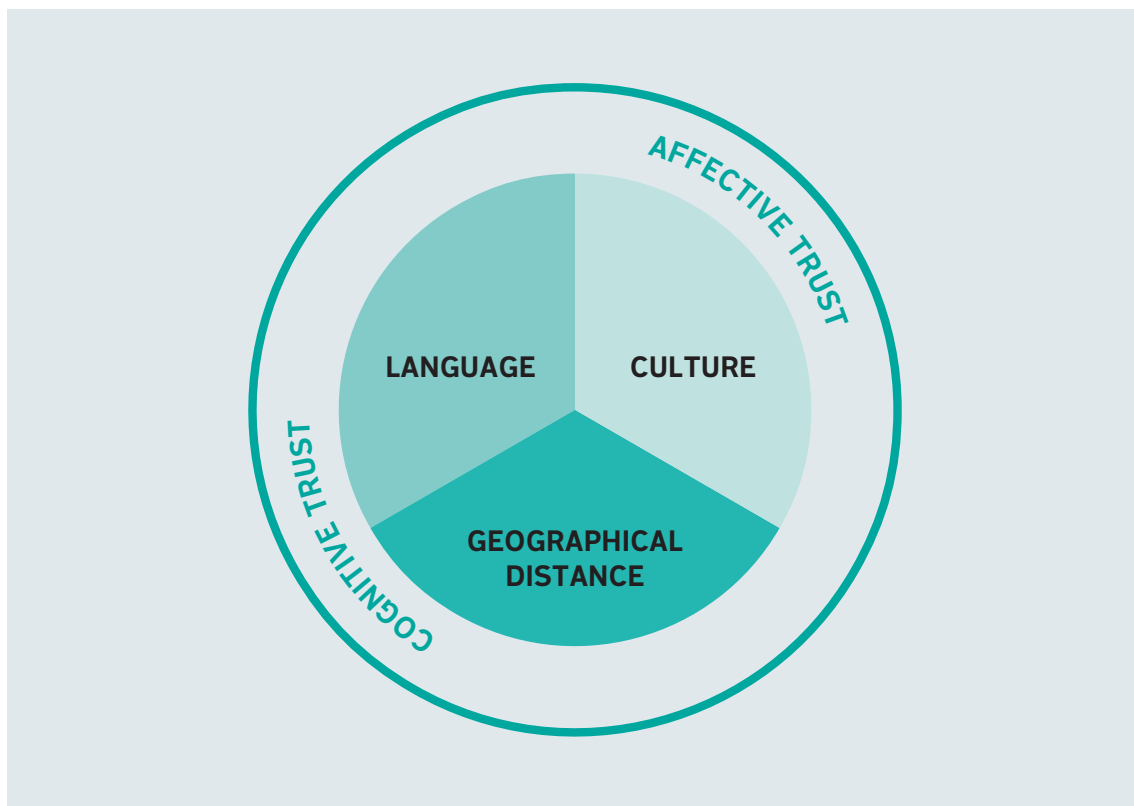

Figure 8.2: Trust in global collaboration

TRUST – GLOBAL CHALLENGE 1: LANGUAGE DIFFERENCES

Language differences can have a very adverse effect on cognitive trust because we often tend to see a lack of linguistic skills as a lack of cognitive ability in general. So the harder you find it to express yourself in English, for example, the less competent you may be perceived to be. The same is true of your staff and colleagues.

This negative effect can be addressed in several ways. First and foremost, it is important for both the global leader and the members of the team to be open about each other's differences. Consistent use of a common company language can also have a positive effect on trust within the team. Team members who do not have a strong command of the company language will often tend to worry about how others see them, precisely because they are aware that colleagues and managers may get the impression that they are not as competent as those who find it easier to speak the common language (which will often be English).

Points to consider:
- Is the company language used consistently in collaboration situations? Are you yourself a role model when it comes to using this language?
- Is there are need for language training in your team? Hand on heart – could you do with some language training yourself?
- How do you counter a linguistic "zero-tolerance" culture and unproductive (time-consuming) linguistic perfectionism/reserve in collaboration situations (both written and oral)?
- How can a lack of language skills be addressed?
- A picture can say more than a thousand words, particularly when you don't have the words – so how do you use visual aids and visual communication?
- Think about a foreign language "musketeers' oath", i.e. a psychological contract to give others the benefit of the linguistic doubt if you read/hear a statement that might at first seem offensive, odd or unexpected.

TRUST – GLOBAL CHALLENGE 2: CULTURAL DIFFERENCES

There will often be lots of cultural differences in a global organization, and these can have a negative effect on trust within the team unless an effort is made to deal with the differences represented by employees from differing cultural backgrounds. This is because the members of the team may find it hard to interpret the cultural markers that they each bring into the collaborative mix – particularly if they have no experience of global collaboration. People from different cultures will typically tackle and judge these aspects in different ways. This means that they need time to find common ground and make room for the diverse views and approaches. Employees who are not aware of their own culturally-based preconceived opinions, prejudices and expectations may have a tendency to regard colleagues from other cultures as less professional.

Cultural differences can have quite a big impact on affective trust. That is why relationships between people from different cultures tend to be less personal. Particularly if they also play out in a context where there are geographical distances between colleagues, so they rarely have the chance to meet physically. Danish global leaders can find it particularly hard to forge personal relationships as, unlike many other nationalities of global leader, they are liable to take affective trust for granted and do not display their feelings as much as other global leaders.

Points to consider:
- In a global context, Denmark occupies an extreme position in terms of the resources we put into building relationships. In view of the cultural background of your staff, might it then be appropriate to spend more time on relationship-building than you normally do?
- How can you show a little more of yourself and devote time to maintaining relationships?
- How can you, as a leader, present cultural differences as something positive and productive?

TRUST – GLOBAL CHALLENGE 3: GEOGRAPHICAL DISTANCE

Geographical distance can make it difficult for global team members to identify with each other and reach an understanding of what they can each contribute to the collective. And it is often difficult for the global leader to follow up when their staff are working in different locations. One way of building trust and improving efficiency is for the global leader to arrange meetings where they are there in person. Particularly at the start of the collaboration, it is a good and important investment for the leader to make. It is also advisable for the global leader to be clear about the expectations of the individual employees and their role in the team. Well-defined goals should be set for each team member, to prevent mistrust arising from a lack of clarity as to the individual's contribution to the collective results.

Points to consider:
- Affective trust across mental and physical boundaries demands an extra effort – what extra effort are you making?
- Take the initiative in running meetings and workshops where the members of the team can come together
- Encourage an "open-door" approach, even in a situation of virtual leadership
- Enforce consistent use of the company language
- Invest resources in physical meetings

CONFLICTS IN GLOBAL WORKING

Building trust is a bulwark against disagreements escalating into conflicts. Even though the global leader may be working hard to build trust, conflict handling is an unavoidable part of the role, and it is advisable in this situation to pay particular attention to the extra challenges that global leadership brings to conflict management.

In this part of the tool, we will be working with two types of conflict in global collaboration:

- Relational conflicts, which arise out of poor communication or misunderstandings, disagreement over how to behave, or competitiveness between two or more parties

- Task-related conflicts, which occur when there is disagreement between two or more parties on the solution to a given problem

As with the section above on trust in global collaboration, this section looks at the three dimensions: **language, culture and geographical distance**, and how these three aspects affect relational and task-related conflicts in global collaboration, as illustrated by the figure below:
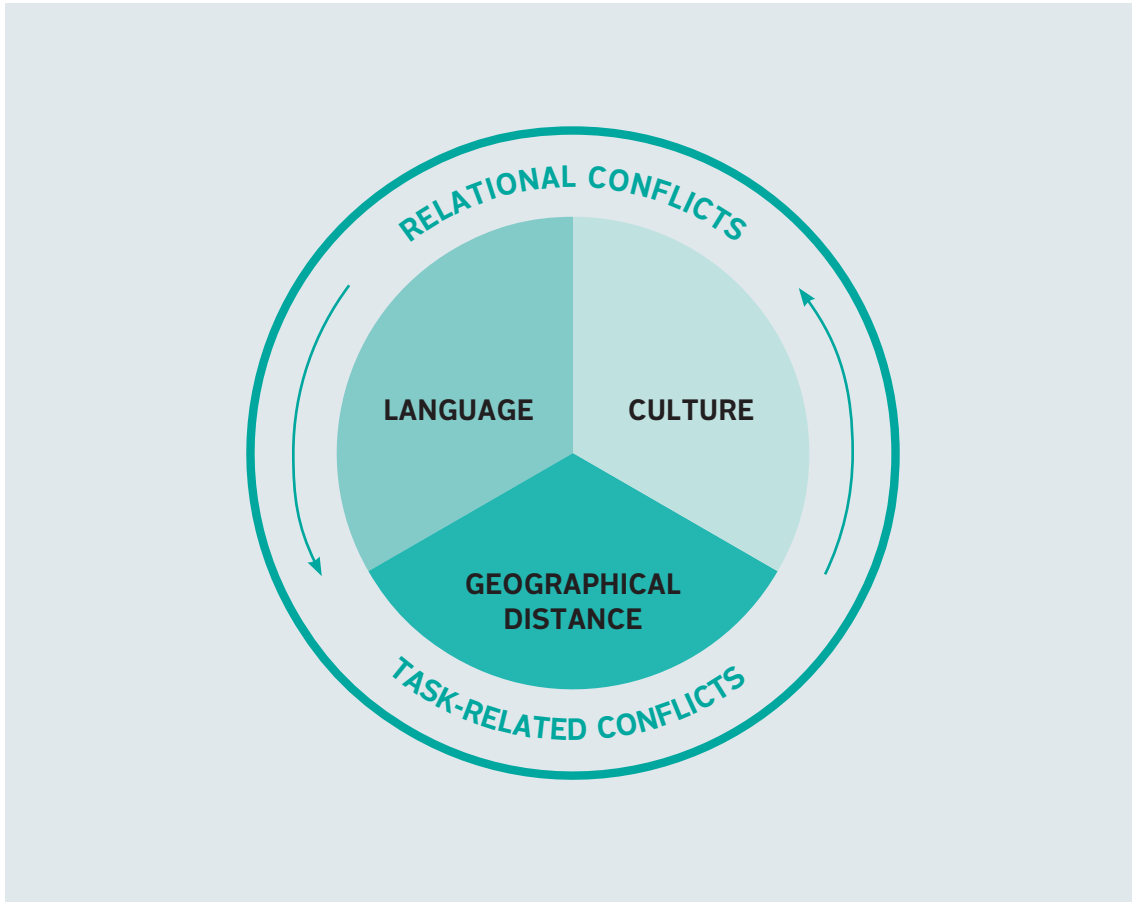
Figure 8.3: Conflicts in global collaboration

In contrast to relational conflicts, task-related conflicts are often more neutral in their effects on the final work product. Task-related conflicts may be good for the development of the team – not least technically if they are handled constructively, but it is important to bear in mind that a task-related conflict can easily develop into a relational conflict with the resulting negative impact on the performance of the parties involved and of the team.

Conflicts within global teams and between global business units often arise when global employees have opposing personal and professional goals. Just as many conflicts arise when there is a lack of cognitive and affective trust. Often conflicts come out of organizational pressure and the complexity that comes with working in a global context.

RELATIONAL CONFLICTS

Many people find relational conflicts more damaging than task-related conflicts. It is also clear that relational conflicts have a harmful effect on key aspects of the work within the team. Relational conflicts typically affect team members' performance, commitment, communication and satisfaction. They also influence how open employees are towards other cultures.

Language: Language differences can act as a driver for conflict. This means that big linguistic differences within the team can be a contributory factor where the incidence of conflicts is greater in some teams than others. However, global leaders can actively counteract this by arranging language training and by looking for staff with good language skills – both in recruitment situations and when assembling the team.

There is also a tendency for the number of conflicts in an organization to increase with the number of languages spoken in the company.

As with trust, global leaders could therefore consider using a common company language at all times and offering language training to their staff.

Culture: Cultural differences may also act as a driver for relational conflicts, particularly if there is a lack of respect and understanding of the cultural differences within the team. Culture also affects the way in which employees express their disagreements, and there will also be differences in how sensitive the individuals are to cultural matters. Both as individuals and as a consequence of their separate national cultures.

To prevent relational conflicts arising out of cultural differences, the global leader may need to display a high level of cultural awareness in handling conflicts and always strive to build personal relationships with his/her staff, so individuals feel both noticed and understood by their manager.

The leader can also use a supportive leadership style in situations where conflict-averse employees try to express personal concerns, so they feel it is both safe and acceptable to raise matters they are not generally comfortable addressing.

Geographical distance: Physical separation can cause relational conflicts to flare up. Employees who are geographically dispersed may then tend to use a harsh tone and often escalate conflicts to the management level instead of taking action themselves. Here it is important for the employees to meet face to face, both to defuse existing conflicts and to prevent new ones arising in the future. The insight and mutual understanding that can help to reduce the level of conflict are best achieved when people meet in physical space and not always just virtually.

The leader can also consider implementing guidelines and policies for good conduct in virtual collaboration, to provide a basis for constructive teamwork across countries and cultures.

Conflict management – managing relational conflicts

To address relational conflicts, you need to take action at the individual, the team and the organizational level. At the individual level, processes such as training, coaching and mentoring can help to keep relational conflicts down. At the team level, team-building activities can help to improve social relationships and clarify the roles of the team members. Team-building is particularly effective in teams faced with emotional issues and relational conflicts. At the organizational level, strategies and policies can be implemented to prevent conflicts.

TASK-RELATED CONFLICTS

Task-related conflicts can have both constructive and destructive effects. These task-related conflicts may stimulate employees' commitment to the group's tasks in organizational settings, as groups whose members produce different competing proposals to be talked through in depth are more likely to reach higher-quality decisions. Discussing tasks within the group can lead both to better solutions and to more positive feelings and attitudes among the employees. At the same time, task-related conflicts may not necessarily enhance the positive group processes as they can be time-consuming and also result in issues with relationships within the team.

Task-related conflicts can develop over time into relational conflicts if they are not handled constructively and in time. To prevent this, it is important to have clear agreements on how the team should handle the task-related conflicts before they develop into relational conflicts. The leader could also bear in mind that a constructive level of task-related conflicts might actually be an advantage to the team if they are handled constructively.

Language differences: The importance of language in task-related conflicts is much the same as for relational conflicts. This means that, the more you do to improve the language skills of the people in the team, the more smoothly things will run in their work on day-to-day tasks and long-running projects. Agreements to the effect that everyone should communicate in the same language will also help to reduce the incidence of task-related conflicts, as the employees will be able to get involved – if not all on an equal footing, then at least on equal terms.

Cultural differences: Global leaders need to keep in mind that some people are more sensitive to conflicts than others, and that employees with this sort of cultural baggage will often seek to avoid controversial subjects. By respecting these cultural differences – and creating a safe framework for discussion and debate within the team, the leader can try to produce an environment where the employees feel it is permissible to raise subjects that not everyone may agree on, and which not everyone finds it easy to bring up at meetings and in conversation.

Geographical distance: Where there are geographical differences, many people will find it much easier to start a conflict with a person they have met in a virtual forum – and so have contact with only at a distance – than with a colleague they have met face to face. So it makes sense to gather the relevant team members together when new projects are launched. The same applies to the tone in which people communicate when the team is to work together, whereby there is a clear tendency for employees to use less harsh language when they have been together in the same place and had the chance to build a stronger relationship.

Conflict management – managing task-related conflicts

Task-related conflicts are much less damaging to collaboration than relational conflicts. That is why it is important for global managers not to shy away from task-related conflicts, but to create an environment which supports the ability of the staff to express their task-related disagreements. It is good for the global leader to display openness towards different points of view though his/her behaviour, which may then inform the behaviour of the team members in their day-to-day work – a good objective discussion of professional disagreements can be productive for the team.

The challenge for the global leader is to limit disagreements to task-related conflicts so they do not develop into relational conflicts. One way of tackling this might be to agree on a number of "ground rules" for the work of the team, which could include agreements on how to talk to each other and how "direct" a tone is acceptable across all cultures and employees.

It is important for issues between team members to be addressed right at the start of the relationship in order to prevent disagreements developing into relational conflicts, and the global leader needs to show the will and the ability to engage in personal relationships and to display openness, respect and understanding of the differences between employees, as this will often minimize the risk of conflicts.

CONFLICT MANAGEMENT – SUBTLE CONFLICTS (LOW INTENSITY)

"There are many subtle conflicts. It is not some-thing that people are really upset about here [at the parent company, ed]. But over time, the small things turn into a dismissal here and a project that is abandoned there. But it is these little everyday things. Perhaps they build up more. It's harder to get them aired out in relation to those who work from a distance."

(Danish global leader quoted in Lauring & Klitmøller, 2014, p. 40)

The absence of open conflicts is not necessarily a healthy sign. If you are not experiencing any conflicts in your team, it may be because the team is not interacting enough to have any con-flicts in the first place. If you are not experienc-ing any conflict as a leader, it may also be a sign that there are conflicts going on under the sur-face – what we call "subtle" conflicts, character-ized by being less intense than an open conflict, but still essential to spot and to address.

Low-intensity conflicts are relatively common in global companies and can have a serious adverse effect on collaboration in the global organization. These conflicts often arise out of opposing po-sitions of power within the company, typically between head office and subsidiaries. It then often happens that the superior party, who will often be located in the parent company, looks the other way in conflict situations. This is illus-trated in the figure below, which distinguishes between open conflicts and subtle conflicts and the ways in which subtle conflicts come out into the open and arise in headquarters and subsidiar-ies respectively.
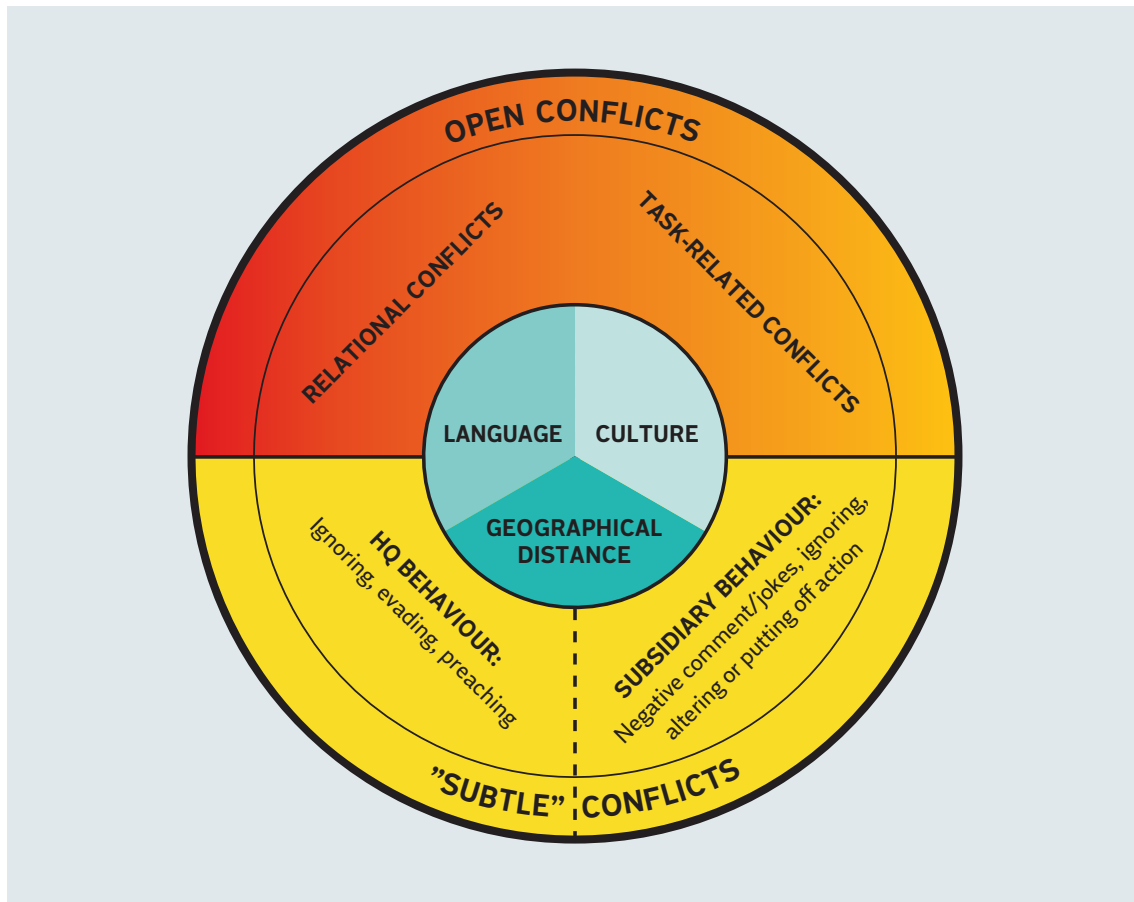
Figure 8.4: Open and subtle conflicts in global collaboration, focusing on the relationship between HQ and subsidiaries

It is extremely problematical to turn a blind eye to this type of conflict, as low-intensity conflicts can help to delay projects and make it difficult to produce the necessary results in the different units within the company. There are three types of HQ behaviour that can typically lead to low-intensity conflicts.

The first HQ behaviour is to **ignore**, which happens when managers and staff in subsidiaries feel that the global leaders and specialists at head office are not listening to them or taking their advice into account.

The second HQ behaviour is to **avoid or circumvent**, which is particularly prevalent in global organizations. Such conflicts arise when managers at head office take the view that input from the local managers and the subsidiaries is irrelevant to implementing global policies and processes.

Conversely, employees in the subsidiaries often view these initiatives as obstacles, and conflicts arise out of this.

The last HQ behaviour is **preaching**, a sort of preachy tone taken by managers in the parent company. While this is often done with the best of intentions, it is perceived as arrogant and can cause employees in the subsidiaries to keep silent. It is important for the global leader to remember that the local employees are the local experts and are essential to the success of the whole global organization.

The reaction in the subsidiaries to these types of HQ behaviour may often be felt only in the form of passive-aggressive behaviour such as negative comment or cynical jokes about head office or by initiatives from HQ being ignored, put off or altered significantly along the way.

Conflict management – managing subtle conflicts

It is important for issues between team members to be addressed right at the start of the relationship in order to prevent disagreements developing into relational conflicts, and the global leader needs to show the will and the ability to engage in personal relationships and to display openness, respect and understanding of the differences between employees, as this will often minimize the risk of conflicts. To reduce the number of low-intensity conflicts in the company, the global leader should:

1. Be aware that ignoring or evading issues or indulging in "preachy" behaviour could have negative consequences for the organization

2. Look out for negative emotions and signs of dissatisfaction with HQ in the subsidiaries, and

3. Counteract these by entering into dialogue with the staff in the subsidiary on the production and implementation of e.g. group policies and processes initiated by the parent company

QUESTIONS FOR REFLECTION

What are you best at – building trust or managing conflict? And where are your weaknesses? Give examples

Think of a difficult situation that was resolved in a good way: What did you do in that situation that worked well? What did you not do?

What could you do more or less of in the future in order to build trust?

What could you do more or less of in the future in order to prevent and handle conflicts?

Who could you usefully involve in your efforts to build trust and handle conflicts?

What performance or process targets can you define for your work in building trust and managing conflicts in global collaboration?

FIND OUT MORE

Lauring, J. & Klitmøller, A. (2013). *Global Leadership Competencies for the Future. Trust and Tension in Global Work.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

Sønnichsen, H. & Buron, C. (2015). Communicate your way to success. *GLA Insights,* June 30, 2015.

Straub-Bauer, A. (2015). Language skills are more important than you think. *GLA Insights,* March 12, 2015.

Straub-Bauer, A. (2015). When headquarter staff contributes to conflict. *GLA Insights,* February 23, 2015.

YOUR GLOBAL LEADERSHIP GPS

– THE SEVEN DUALITIES

TOOL 9:
YOUR GLOBAL LEADERSHIP GPS –
THE SEVEN DUALITIES

Why: This tool moves away from the global leader's style and mindset, concrete tasks and hierarchical or geographical position and zooms in on an overlooked aspect of global leadership: the internal organizational contingencies, i.e. the internal context within which global leadership is practised, and the impact this has on how global leadership is exercised.

What: The leadership GPS is a tool for assessing the internal contingencies within which the global leader operates, in order to pinpoint where there are particular challenges and development needs. The leadership GPS is a tool to position global leadership work based on seven sets of indicators or contextual factors. The seven contextual factors are dimensions of the internal organizational context for global leadership – the contingencies and the working environment that shape and colour the leadership practice of the individual leader. By using the GPS to position a global leadership job in relation to the seven contextual factors, we can draw a globalization profile for the individual job which can be used for individual competence development and organizational change.

How and who: The tool can be used by global leaders, ideally together with their own immediate managers, HR professionals and colleagues/other sparring partners, in order to identify the effect on leadership profiles of changes of role or organizational changes. The tool can also be used in leadership development situations – a leadership development professional comments on this specific application relating to the contextual factors we call "dualities": *"The 7 dualities makes perfectly good sense and provides me with a framework of rethinking leadership development in the global context, since the conditions in our different market areas are very different, and our program does not look into these specific differences. As a group we need to look into how this can be taken into consideration when we recruit and train leaders to work globally."* (HR professionel citeret i Nielsen & Nielsen, 2016).

GLOBAL LEADERSHIP IN CONTEXT
– SCOPE AND LIMITS

Research tells us that the limits of global leadership are a subject we do not know nearly enough about. Some of the foremost researchers in the field say this: *"While the global leadership literature has grown rapidly over recent years, the context in which global leadership occurs remains ill-defined and underconceptualized."* (Reiche, Bird, Mendenhall & Osland, 2017, p. 52). An assessment which is entirely shared by global leadership practitioners: in one of the studies of global leadership carried out in the Academy, the 37 global leaders interviewed in our survey kept coming back in their responses to the scope

and limits of their global leadership activities. The statements from the global leaders who took part in the research project raised various contextual aspects of global leadership that seemed to the leaders in this study to be particularly relevant to pay attention to. In all we came up with seven contextual factors, or "dualities", forming a ring around the actual job of leader, whether this job was done at home or away, was concentrated on a single country or region or whole organizations, and whether it involved mainly solid or dotted lines in the organization chart (illustrated by the global leadership roles
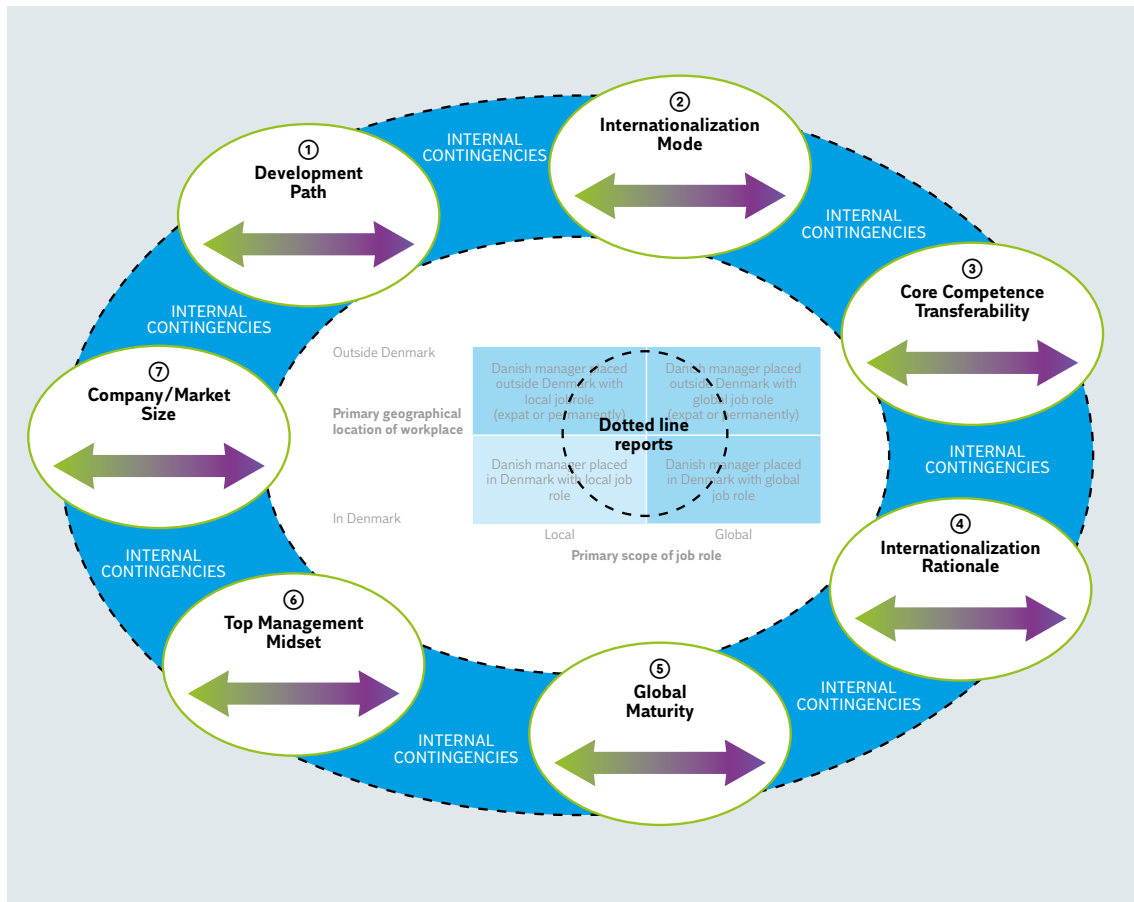
Figure 9.1: Contingencies for global leadership – 7 dualities

The seven indicators, the contextual factors, are marked with two-way arrows in the figure above and indicate that the global leader operates in a duality, in which they may be variously positioned between the extremes. The contextual factors are discussed individually below – but as a general observation it is vital to emphasize that there are no tipping points where the happy medium is necessarily worth striving for, or where one has to be strike a balance. We have presented them as contrasting pairs to emphasize that there will be grey areas rather than black and white distinctions. Moreover, it is not necessarily better to be positioned in one place rather than another – it depends where the leader, function, department or unit is heading. Although

some of the extremes for the contextual factors will seem more attractive to most people than others, the purpose of the model is to plot your position rather than to determine the "best" or the "right" direction to be heading. For example, many people may feel that a globally mature senior management is preferable to filling the upper echelons with global beginners focused on their home markets. However, this will be outside the control of the individual global leader in the short to medium term, and has to be taken as a given. On the other hand, acting according to how one's own global work is affected by the global mindset in senior management (or the lack of one) is something the individual leader can take a view on right away.

THE SEVEN DUALITIES
– INTERNAL INDICATORS WITHIN THE ORGANIZATION

The seven contextual factors, or "dualities", described here can be used to assess the contingencies within which the global leader operates, in order to identify where there are particular challenges and perhaps also particular skills and development needs. Whether the global leader is based in Denmark or abroad, these contextual factors give rise to differing challenges, opportunities and development needs for the individual leader. The seven contextual factors can be used as indicators from which each person can take stock of their own position in the organizational landscape.

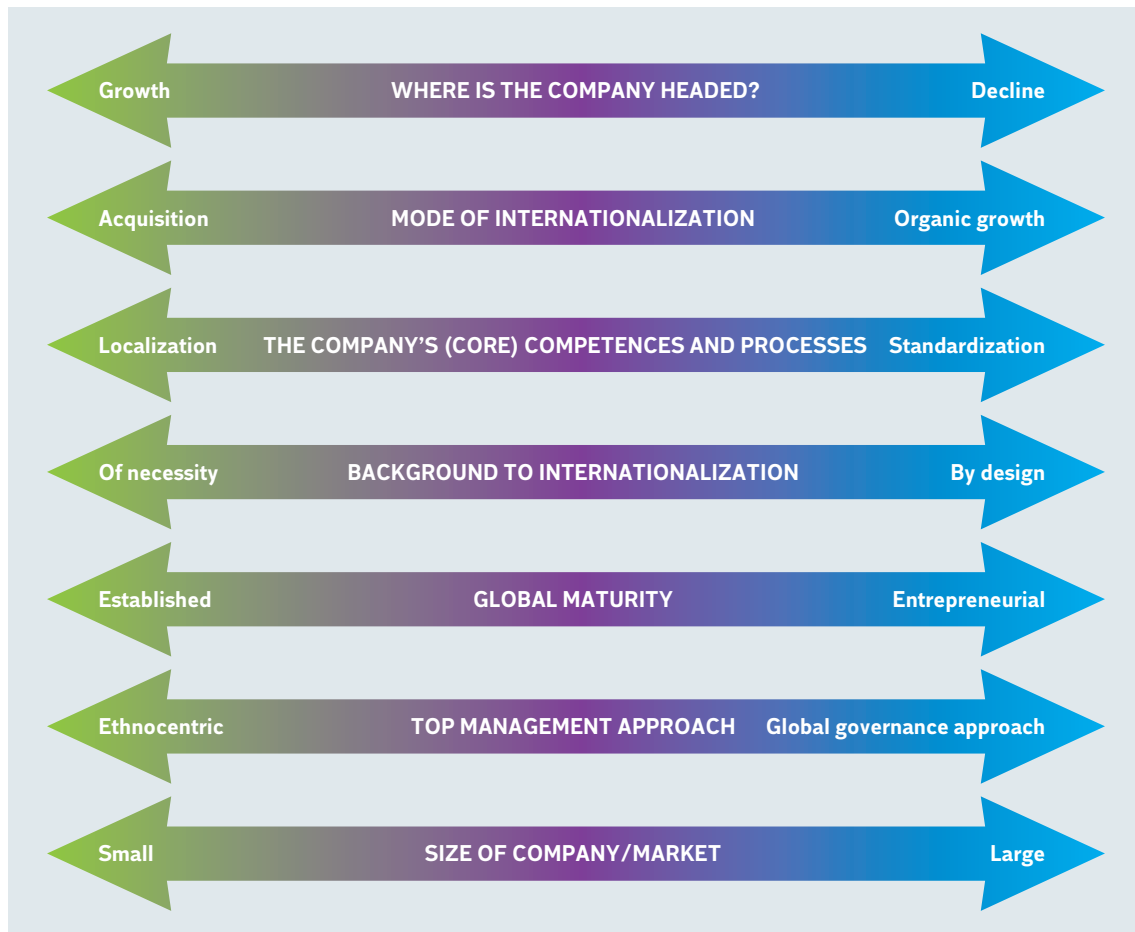| Growth | WHERE IS THE COMPANY HEADED? | Decline |
Acquisition	MODE OF INTERNATIONALIZATION	Organic growth
Localization	THE COMPANY'S (CORE) COMPETENCES AND PROCESSES	Standardization
Of necessity	BACKGROUND TO INTERNATIONALIZATION	By design
Established	GLOBAL MATURITY	Entrepreneurial
Ethnocentric	TOP MANAGEMENT APPROACH	Global governance approach
Small	SIZE OF COMPANY/MARKET	Large

Figure 9.2: The seven dualities – organizational contingencies for global leadership

The model can be read as follows. Take as an example the arrow marked "where is the company headed?". The idea here is to discover whether the global leader is operating in an area marked by growth, stagnation or decline. This positioning can help to distinguish different types of global leadership from each other – and to include these contingencies as a key parameter for global leadership.

An illustration: If we pursue the example used here of growth/recession we could imagine two global leaders who both need to promote skills transfer and knowledge sharing, but under very different conditions. One leader needs knowledge to be shared as his/her functional area is to be assigned to another market, and the employees to be laid off in the leader's function have to train up their colleagues in the new market in

a transitional period leading up to their own departure. So this is an exercise in knowledge-sharing while sawing off the branch they are sitting on. A second global leader is about to expand into new markets and offer new products and services and needs to take care not to reinvent the wheel but to capitalize on the company's existing expertise in the area to achieve time to market and efficient resource utilization. He/she probably has substantial resources available, support from top management and motivated staff fired by a spirit of curiosity. Two leaders with the same classical task in a global organization

– to manage the transfer of core competences between markets – but under quite different circumstances which cause the same task to play out in very different ways.

An assessment of the globalization profile of a specific leadership job in terms of the growth/decline factor can therefore lead us to conclude that two leaders with apparently similar job specifications in practice face quite different tasks. So they are very unlikely to need identical development measures and supporting activities to succeed in their projects.

THE GLOBAL LEADERSHIP GPS: POSITION YOUR GLOBAL LEADERSHIP JOBS

The leadership GPS is therefore a tool for assessing the internal contingencies within which the global leader operates, in order to pinpoint where there are particular challenges and development needs. The leadership GPS is a tool to position global leadership work based on seven sets of indicators or contextual factors. The seven contextual factors are the internal organizational context, the conditions and the working environment that shape and colour the specific global leadership practice. By using the GPS to position

a global leadership job in relation to the seven contextual factors, we can draw a globalization profile for the individual job which can be used to identify particular challenges, including how the profile is affected by things like changes of role or organizational changes.

Each contextual factor is described below, then you can position your own global role in relation to each of the seven factors:

Growth   **WHERE IS THE COMPANY HEADED?**   Decline

1. Where is the company headed: Growth > < Decline

Is the company and/or the market in a period of growth with ample resources or in a situation marked by closures, cut-backs and rationalization?

The company's situation – at both parent company and subsidiary level – affects the global leader's day-to-day work. For example, passing knowledge and feedback from the subsidiaries to global leaders located in Denmark but with global responsibility, is absolutely vital. But effecting and facilitating this transfer may be a very different exercise depending on the circumstances behind it. There is a big difference

between facilitating feedback processes and knowledge transfer from a foreign subsidiary that is fighting for its financial survival and a situation where with plentiful assistance and resources from the parent company.

Positioning questions:
Where is your part of the company headed? What characterizes the company or market and in what way? Growth or decline? What concrete impact does this have on your job content and associated competence needs?

Acquisition ← **MODE OF INTERNATIONALIZATION** → **Organic growth**

2. Mode of internationalization: Acquisition > < Organic growth

Is the company establishing a global presence via mergers and acquisitions or through organic growth, e.g. by establishing foreign subsidiaries/branches – or a mix of the two?

The way in which the parent company grows and goes global is another of the factors that global leaders point to as something that influences their global leadership practice. For example, organic growth tends to progress at a slightly slower pace than when the business buys up other companies. When new units are to be established from the ground up, a certain element of entrepreneurship will be called for, which will

often make for a very varied leadership role for the global leader. This is in stark contrast to a growth model in which the growth is generated through acquisitions and mergers. Here the leadership task is often dominated by involvement in due diligence processes and merger management.

Positioning questions:
How is your company establishing a global presence? Via mergers and acquisitions or through organic growth – or a mix of the two? What does this mean for your job content and related competence needs?

Localization ← **THE COMPANY'S (CORE) COMPETENCES AND PROCESSES** → **Standardization**
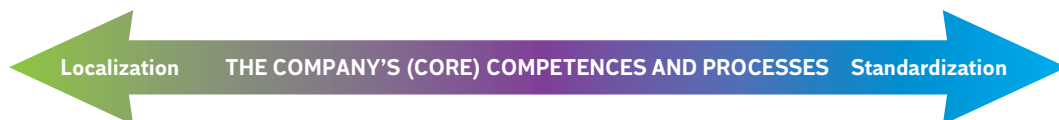
3. The company's (core) competences and processes: Localization > < Standardization

To what extent is it necessary to adapt skills and processes to meet local needs? And how feasible is it to transfer competences and processes unchanged from the parent company to foreign units or functions?

Global leadership practice is affected by the degree to which the company's core competences are generally transferable across the markets in which the company is represented, and hence also conducive to standardization of resources, skills and strategies. A high proportion of non-transferable (core) competences may necessitate a certain amount of localization of operations in the subsidiaries in foreign markets. The same is true of the company's processes and the mix of standardized and locally customized pro-

cesses. It will often be found that the higher the degree of standardization across all of the units in the company, the more support the individual units can draw on from the parent company, and the more effective the knowledge-sharing that is likely to take place across the units. E.g. in the production of goods to be sold and distributed worldwide.

Positioning questions:
To what extent are skills and processes in the organization adapted to meet local needs (localization/diversity) in your part of the company? And how far can existing skills be transferred directly from HQ to foreign units or functions (standardization/alignment)? How does this affect your job content and competence needs?

4. Background to internationalization: Of necessity > < By design

Is the company proactively engaged with internationalization as a positive opportunity, or is it tagging along reactively because of customer demands for a global presence; or is it forced to take this route by low or negative growth rates in its national market?

The parent company's rationale for globalization is a key contextual factor in the practice of global leadership. The globalization of the company has an indirect effect on global leadership practice, because the chances of improving the individual leader's entry into a global leadership role (in any of the three categories) depends on whether this takes place at the planning stage, in the midst of the process, or in an ad-hoc manner. Many leaders find themselves starting out in their first global leadership role:

- In the midst of a crisis or a business opportunity that came up suddenly and where the global leader jumped at the opportunity
- Where the leader was perhaps the most adventurous when the globalization of the company began
- Where the leader was perhaps the only person available with a particular skill that was needed
- Or as part of a "high flier" programme which involved some global working for part of the time

Positioning questions:
Is the company's globalization process driven by design or necessity? What effect does this have on your job content, and what do you need to do to succeed?

5. Global maturity: Established > < Entrepreneurial

Is the company mature and experienced in a global setting or (relatively) new in terms of running a global business? Was the global leader employed to run an ongoing business or to establish a new undertaking?

Global leaders' leadership practice will vary according to the overall global maturity in the company and in the specific units they are responsible for. The rationale is that a well-established global company will typically have developed support functions, processes and templates that can support the process when new units are to be started up abroad. Similarly, they will often have HR functions that can help with payroll is-

sues, finding a place to live and other such practical matters that go with working and possibly settling abroad. The opposite is often the case in companies that have only just embarked on globalization. When it comes to more business-related leadership tasks, it also makes a difference whether the global leader is assuming responsibility for a business that is already in operation or whether he/she is in at the start.

Positioning questions:
Were you employed to run an ongoing business or to establish a new undertaking? How does this affect your job content, and what do you need to do to produce the expected results?

Ethnocentric | TOP MANAGEMENT APPROACH | Global governance approach

6. Approach of top management: Ethnocentric > < Global governance approach

Are one or more members of top management ethnocentric in outlook with a tendency to take a distinctly Danish approach and struggle to understand the work of the global leader? Or do they have international experience, e.g. from a foreign posting, and/or insight into global leadership?

The global leader's day-to-day work will be influenced by the approach of top management to the way in which the business is managed. Their own international experience (or lack of it), the level of global mindset and of (realistic) expectations of the opportunities on the global market can pave the way for the global leader – or do the opposite. For example, there may be a risk of top management believing that the company is much more advanced in terms of globalization than the rest of the employees in the business think it is. This may be because top management often live a much more "globalized" life than most other people in the organization. Or because the top management, because they know little or nothing about international markets, have rather unrealistic expectations of the business opportunities in going global and of the way in which a foreign unit can be run.

Positioning questions:
Does top management take a distinctly Danish approach to the task of leadership, or do they have some insight into and understanding of the work of the global leader? How does this affect your job content, and what skills do you need in this situation?

Small | SIZE OF COMPANY/MARKET | Large

7. Company/market size: Small > < Large

Is the company so large and influential in foreign markets that it can be a "deal maker" rather than a "deal taker"? In other words, to what extent does the company itself set the standard in different areas as opposed to having to accommodate itself to customers' and competitors' standards?

The size of the company is also seen by the global leaders as a key contextual factor in relation to their leadership practice. Mainly in the sense that, the bigger the global companies are, the more confidence they have in their ability to be "deal makers" and not (just) "deal takers". This is a question of the degree to which the individual company can insist on applying its own standards and processes to local units, customers and employees. And the extent to which the company is more or less forced to adapt to local norms in order to be accepted or regarded as legitimate. Add to this a large number of the factors that are also familiar from domestic companies and the differences that can come with size. For example, large companies often have strong back-office functions which can support the leader, so they do not have to kick off new activities on their own. There is usually help to be found and previous experience to draw on. On the other hand, large organizations can be hard work to navigate and difficult to effect rapid change in, whereas leaders in small and medium-sized enterprises are often more alone and have to gather the experience themselves, but will often find the organizations more agile and manoeuvrable.

Positioning questions:
Is the company big enough in the market to be able to set the standard in different areas, or do you usually have to accommodate yourself to customers' and competitors' standards? How does this affect your job content and what skills do you need in connection with this?

8. Anything else?

It could be argued that contextual factors are not in themselves uniquely and exclusively tied to global leadership, given that one can hardly point to a single leadership activity that is not heavily influenced by e.g. understanding (or the lack of it) from top management, recession or growth scenarios, organizational maturity/immaturity in relation to a specific task (and so on up to seven), whether we are talking about lean processes, talent management, CSR or something else entirely. The factors presented here are those which global leaders in our survey identified as particularly relevant to their day-to-day work, but there may be a duality from your global context that the leader the Academy spoke to were not aware of. If so, you can describe the extra contextual factor(s) here:

_____

_____

_____

_____

Positioning questions:

_____

_____

_____

_____

PLOT YOUR GLOBAL LEADERSHIP COORDINATES

You can plot your global leadership GPS coordinates on your own globalization map in the figure below, by placing a cross or an arrow to indicate your position on each of the seven dualities (and any extra factors you have chosen to include):
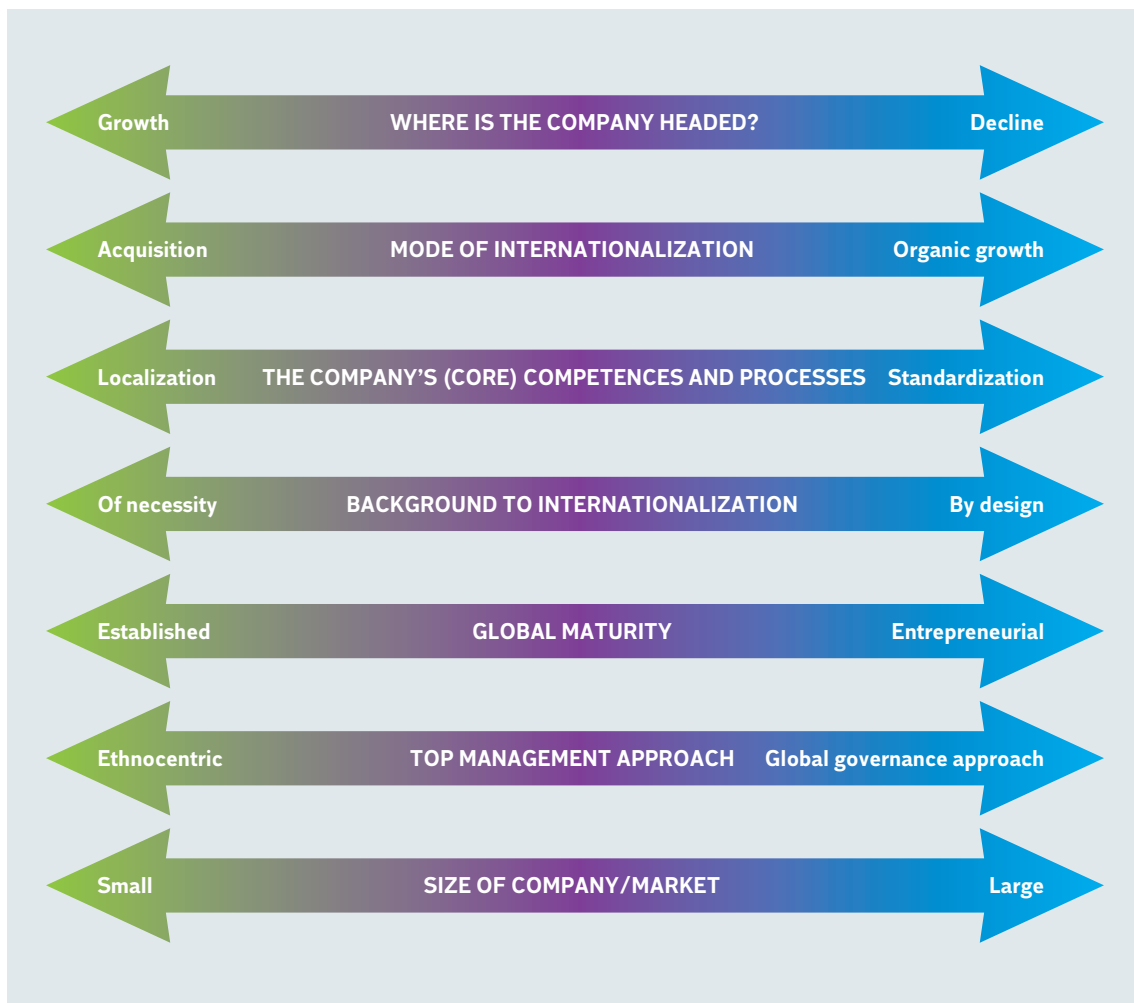

Figure 9.3: Your global leadership coordinates

You have now made a sketch of where you are in the leadership GPS, i.e. the space that frames your global leadership practice. So what now?

NEXT STEP:
IF YOU ARE A GLOBAL LEADER

- Did the placing of any of your coordinates surprise you?

- Were there any coordinates you found it hard to place? What was the difficulty – why do you feel a need to position yourself in more than one place? Be specific – give examples

- Which part of your context – whatever your position – do you feel most challenged by? How do you notice this? What is the challenge? Who can help you with this challenge?

- Which of these factors can you influence? And which are more or less given?

NEXT STEP:
IF YOU ARE WORKING ON GLOBAL LEADERSHIP DEVELOPMENT

- There is often a tendency to focus on what global leaders have in common – but what factors set global leaders apart from each other?

- How would your whole group of leadership jobs resemble or differ from each other if you positioned them according to their placing in relation to the contextual factors?

- What do these contextual factors mean for the way in which you design your global development activities?

FIND OUT MORE

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TOOL 10:

STRATEGIC GLOBAL MINDSET

– THE KEYHOLE MODEL

TOOL 10:
STRATEGIC GLOBAL MINDSET –
THE KEYHOLE MODEL

Why: Developing a global mindset is relevant for companies that draw strategic benefit from it, so it makes sense to talk about a strategically rooted global mindset. The context around the individual company will then indicate what global mindset means in that company, and which groups of employees could usefully acquire it and to what extent. To link the development of global mindset and strategic performance together, global mindset needs to be tailored to the situation of the individual company rather than being treated as a "one size fits all" solution, which everyone is expected to develop in the same way with the same result.

What: This tool describes the steps in a global mindset design process which uses the keyhole model of a strategic global mindset to help to identify the business case for global mindset in the context in which the user sits, and any specific opportunities and challenges associated with this. It therefore constitutes a roadmap for a process that results in a detailed description of the behaviour associated with displaying global mindset in a specific context. Challenges and opportunities can be summarized in a global mindset "force field".

Who: Use the model in leadership groups, departments and teams to discuss why and how global mindset adds value in your particular situation (Nielsen and Nielsen, 2016).

STRATEGIC GLOBAL MINDSET – GLOBAL MINDSET ADAPTED TO YOUR COMPANY

"Don't go for 10 percent global mindset – go for just enough!"

(Three Things To Do, group 10, 2013)

The reason for taking a strategic look at global mindset is to capture and analyse the strategic potential in having a global mindset in the company. Not all global companies necessarily need the same global mindset or to have it to the same extent, nor should it be manifested in the same way in all companies. Global mindset can be characterized as follows *"a manager with a global mindset understands the need for global integration and local responsiveness and works to optimize this duality. The global mindset includes an appreciation for diversity as well as homogeneity and openness to learning from everywhere."* (Pucik, 2006, p. 88).

However, this definition says nothing about how to strike a balance in practice between global integration and local customization – or whether all companies have the same point of equilibrium. Nor does it say anything about how to reconcile standardization and diversity in the real world – or how openness to new ideas should manifest itself in the individual leader.

The assumption is therefore:

1. That work on global mindset must be a response to a strategic business decision and not an end in itself

2. That global mindset has to be defined locally according to the individual company's situation and positioning on the global continuum

3. That global mindset is not just an individual skill but must also be seen as an organizational competence; a practice that plays out between people rather than primarily within them, and is supported by the company's systems, processes and structures

This means that there is no direct connection between a particular way of having a global mindset, a particular type of global mindset and a guarantee of business performance. In practice, every company working on its strategic global mindset therefore needs to explore and identify the special "key" which can open the door for them to the performance potential in the specific context and situation in which they operate. This also means looking out for how the global mindset can have a beneficial effect on the execution of the company's strategy, who it could benefit and how, and with what results.

STRATEGIC GLOBAL MINDSET – THE KEYHOLE MODEL

The strategic global mindset model, also known as the "keyhole model", is based on the idea that context means something and makes a real difference to the way the individual company configures the global mindset in the organization and in the individual leaders and employees. In this context, the word "strategic" refers to the idea that the company's strategic goals are reflected in the leadership behaviour, which is then seen as a catalyst for achieving the business objectives and the desired performance.

In so far as the global mindset is linked to the business strategy, it can act as a driver for performance. However, this requires global mindset skills at both the individual and the organizational level in the company, as illustrated in the model:

Strategically rooted global mindset

LEADERSHIP BEHAVIOUR AND ACTIONS THAT DRIVE EXECUTION

ORGANIZATIONAL CATALYSTS

GLOBAL BUSINESS STRATEGY

GLOBAL MINDSET

INDIVIDUAL CATALYSTS

PERFORMANCE

EXECUTION

GLOBAL MINDSET COMPETENCE
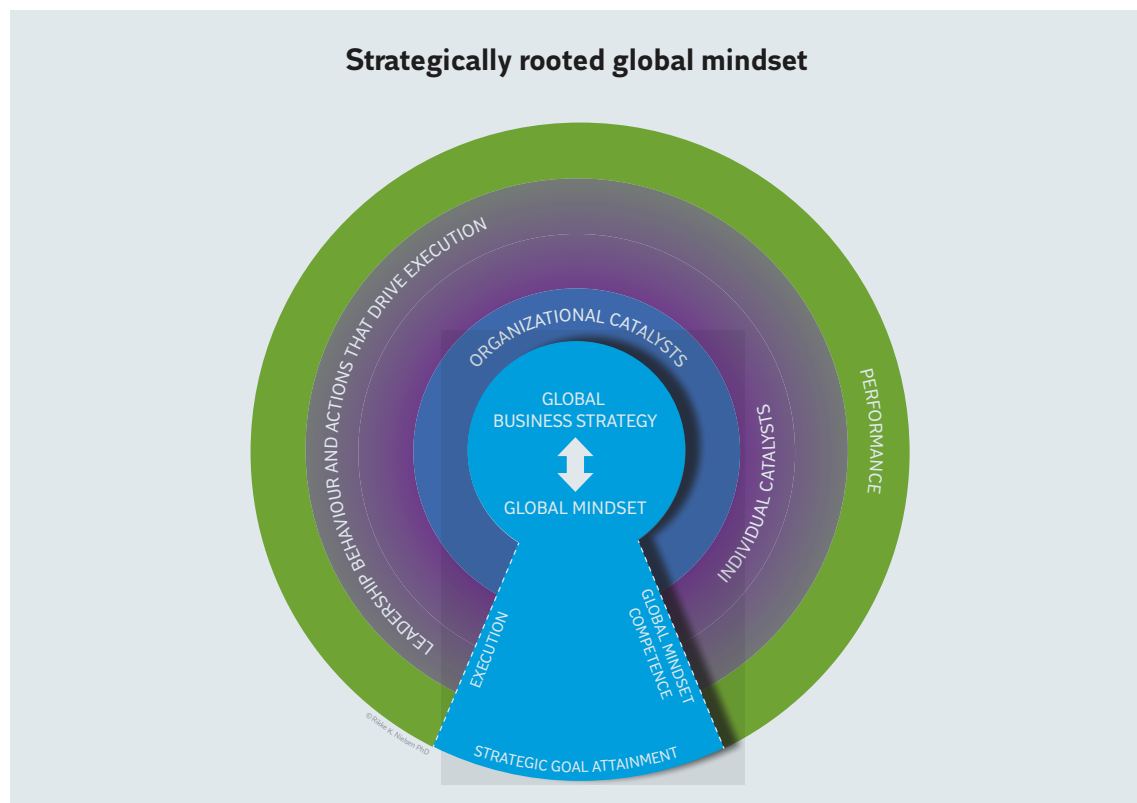
STRATEGIC GOAL ATTAINMENT

© Riber K. Nielsen PhD

Figure 10.1: The keyhole model – strategically rooted global mindset (Nielsen, 2014)

The heart of the figure is the company's global business strategy, which determines where and how it needs leadership with a global mindset. To support compliance with the strategy, there is a layer of organizational levers, called catalysts, which are meant to enable and allow globally motivated and competent individuals to execute the strategy. Individual catalysts are the global mindset skills that the individual leader needs to possess in order to execute the strategy; these are in the next ring. The specific types of action and behaviour assumed to promote execution in the individual company are shown in the second-to-last ring. On the outside is performance, which should be understood here to mean execution of the strategy as intended. The light blue keyhole that runs through the rings from the middle to the edge symbolizes the ability to unlock the potential that lies in the global mindset as a means of achieving this end. The point is that the development of global mindset competence at the organizational and the individual level enhances the execution of the global strategy and with it the company's performance.

THE KEYHOLE MODEL – PROCESS FOR UNLOCKING THE STRATEGIC POTENTIAL IN A GLOBAL MINDSET

The keyhole model can be used by leaders and leadership groups to analyse how the development of a global mindset is linked to the company's overall performance via their own targets. This is to determine how global mindset can be displayed in a way that is beneficial to execution of the strategy. This analysis is carried out to arrive at global mindset behaviour calculated to create utility value for:

- The individual leader's role and performance
- A team, a function or a business area
- A leadership team/group

Work on defining global mindset utility value and the associated behaviour starts in the middle of the figure and works outwards to the periphery by the following process:

1) Centre of the model: Your global mindset business case

The centre of the figure is the company's global business strategy, which determines where and how it needs leadership with a global mindset. There is thus a direct connection between the company's global strategy and the global mindset and behaviour within the organization. It sounds obvious, but when companies express a wish to work on their global mindset, they are often unable to answer the question: Why? If the answer is global mindset, what is the question? Work on global mindset therefore has to start by determining how working (together) globally adds strategic value. This means answering the following questions in relation to your role/function/team:

- Why are you working globally? What is the business case for working and collaborating globally in your unit/area/team?
- Global collaboration is more complex, so why do it at all? What value does global collaboration bring to the organization, your team or your function?
- What benefits will you miss out on if you do not work (together) globally?
- What success stories can you cite which capture the utility value of global collaboration for you?
- In what way is your performance linked to the company's global strategy?

In this phase it may be helpful to draw inspiration from other companies' work on global mindset, from research or from the company's customers (perhaps by inviting them to a team meeting to give a short presentation of their experiences), as a way of kicking off the debate.

2) and 3) Individual catalysts – organizational catalysts

To support the implementation of and adherence to the strategy, there is a level of organizational intervention which should enable those individuals who are motivated and capable of working globally to help to implement the company's strategy. These organizational catalysts can be found in the blue ring which surrounds the core of the model, and they may include the facilitators who are needed to build up and develop an organizational global mindset and the organizational structure to support it. Ways of

enabling individual competences to support the company's strategy with a global mindset are in the next circle in the model. Depending on the specific business strategy, these may be attributes such as experience of distance leadership and language skills.

The individual and organizational catalysts can usefully be discussed together, as they are related. You start with those closest to your own work and role. If you are working with the model from a middle management or team perspective, you should start with the individual facilitators. If you are approaching it from a top management or leadership development perspective, you may prefer to start with the organizational facilitators.

In both cases, the aim is to determine the balance between global integration/homogeneity and local customization/diversity in the specific context and how knowledge and ideas can be captured and disseminated (see definition of global mindset above). In this connection you can use the following questions, which should all be answered in the light of your business case for global collaboration, as determined in the previous step:

- What boundaries are strategically most important to address in your day-to-day work? Could it be the boundary between head office and country offices? Between the country office in country X and your branches in the same country? Between Danish managers and foreign business partners? Between different teams in a matrix organization? Between employees located in the same place as their manager and others managed remotely?
- What are the main sources of both benefits and drawbacks at the identified interfaces? On the positive side, this might be the opportunity for local business intelligence in emerging markets, or the possibility of optimizing time to market through knowledge transfer. On the negative side, the business model might be sub-optimal or mismatched to local business opportunities.
- In what areas is there a need for local customization, and where do you need global standardization? What is the optimum mix for your team? How exactly is this reflected in your work processes and priorities?

- What individual skills are needed to manage the identified interfaces? Do you have them? If not, how can you get them?
- How can the organization support the acquisition and use of the skills you have identified? Are these measures in place? And if not, who needs to do what to create a facilitated readiness?

4) Leadership behaviour and actions that drive execution

If global mindset is to have a positive effect on performance, the identified skills need to be translated into behaviour and actions which all arise out of the individual leader's global mindset. The particular form of behaviour and action which is considered likely to enhance the implementation of the company's strategy in any given case can be found in the second-to-last ring. In this part of the process we identify concrete actions through which global mindset is manifested, which can be discussed via the following questions:

- What does it mean to act with a global mindset in your function/team? Give concrete examples
- What are the results of acting with a global mindset? Be specific – please give practical examples of how the results can be seen from day to day
- What are the concrete consequences of not acting with a global mindset? Give examples

5) Performance

Performance (producing results) is the outermost ring in the model. Here, "performance" should be viewed in relation to implementing the company's strategy, i.e. identifying the concrete behaviour and the specific results of this behaviour that might promote execution of the strategy.

- What KPIs can be established to capture the global mindset behaviour that promotes execution of the global strategy in your situation? Remember that these may relate to both the process and the results. If, for example, you discovered in step 2 that you lack the language skills to act with a global mindset, offering and accepting language training could be a separate goal. Similarly, there might be an objective linked to capturing and disseminating good ideas from other units

6) The keyhole in the model – and your key
The light blue keyhole in the middle of the model symbolizes the ability to unlock the potential that lies in the global mindset in order to develop and enhance the company's performance. Based on the five preceding steps, you can now determine which factors promote or inhibit global strategy execution with a global mindset. You could do this with the model below, where you use your organizational practice to develop your own global mindset analysis of drivers and barriers.
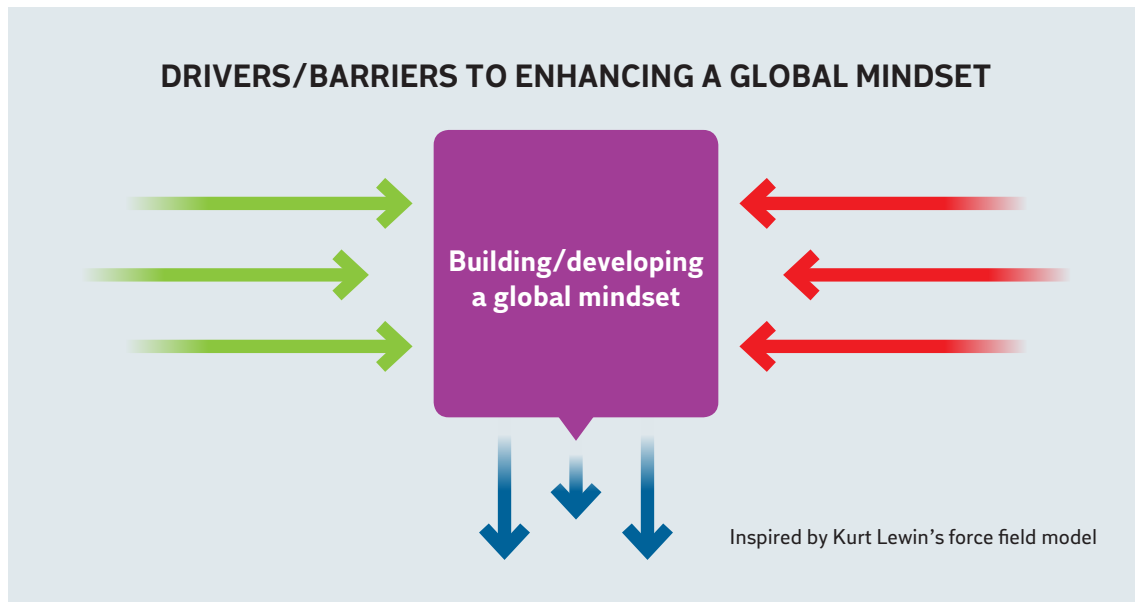
DRIVERS/BARRIERS TO ENHANCING A GLOBAL MINDSET

Building/developing a global mindset

Inspired by Kurt Lewin's force field model

Figure 10.2: Global mindset force field

Analysis of drivers (promoters) and barriers (inhibitors):

1. Define precisely what you need to work on to strengthen a global mindset in your particular (part of the) organization – basing this on your conclusions from steps 1–6

2. Identify the drivers (green arrows) that help to support and may positively enhance the global mindset

3. Identify the barriers (red arrows) that could have a negative effect on the desired development of a global mindset

4. The "key": Focus on actions (the blue downward arrows in the figure)
   - Try to reinforce the drivers that support the desired development. How should this be done in practice? What concrete actions should be taken?
   - Work to reduce the effect of the identified barriers. How should this be done in practice? What concrete actions should be taken?
   - What can you or your team do? In the short term? In the medium to long term?
   - How can your organization support the identified actions? And do the relevant functions in your organization understand how best to help you?

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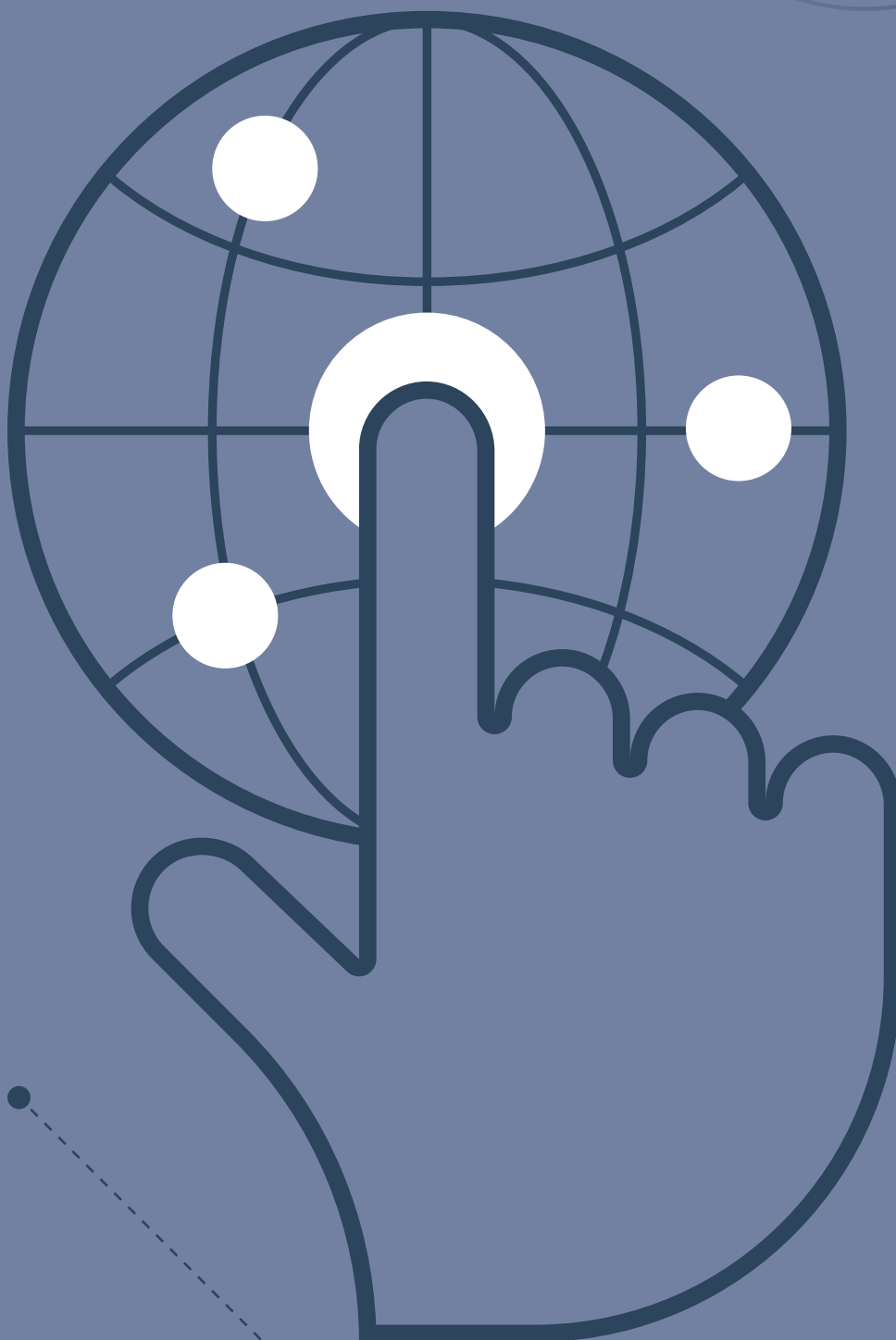
TOOL 11:

GLOBAL ACTIVATION

– MAINTAINING A GLOBAL READINESS TO LEARN

TOOL 11:
GLOBAL ACTIVATION – MAINTAINING
A GLOBAL READINESS TO LEARN

Why: Both global practitioners and researchers have traditionally been very concerned to identify particular personality traits and competences that are especially critical for global leaders. So they have typically focused on ability and motivation, with less attention given to the design of the working conditions and the organization's contribution to successful global leadership by way of supporting measures. There is now increasing interest in what is called "enablement", i.e. facilitating and accelerating global leadership. This enablement implies a dedicated effort to support global leadership through the company's systems, structures and processes as a supplement to and accelerator of the individual leader's global skillset.

What: The tool presents the global enablement model, inspired by two of the Academy's research projects, which outlines global leadership accelerators and their synergy effects in the combination of the individual global leader (action/activity) and organizational support structures and systems which go far beyond classical competence development. The global enablement model can be used as an "inspiration catalogue" and as a yardstick for evaluating organizational readiness in terms of promoting successful global leadership, including the ways in which the opportunities created by the organization can be grasped and driven forward by the individual leader.

How and who: Corporate HR will often be the process owner when it comes to designing and facilitating actions to accelerate and support global leadership across companies. However, the actual execution of these measures is generally well outside the HR sphere of influence, so it is important for managers and HR to determine 1) what measures are to be taken to facilitate global leadership, and 2) the concrete division of responsibilities and KPIs between HR and leaders.

ORGANIZATIONAL FACILITATION
AND SUPPORT STRUCTURES

The researchers Boxall and Purcell proposed what they call a performance equation. Equation is perhaps too strong a word – it might be better described as a rule of thumb to identify the different components which all need to be in place to achieve performance in global leadership or other situations. The equation, which is also known as the "AMO" model, uses three basic elements of performance:

A: Ability
M: Motivation
O: Opportunity

The "equation" element is the idea that performance occurs as a function of all three elements, so **A × M × O = Performance**. It should be noted that all three elements have to be present to obtain a positive result: if any one of the three elements is 0, the other elements will be multiplied by 0 to give 0, i.e. no performance.

The bulk of the literature on global leadership and of the interest from global practitioners has so far been concentrated on the "A" (ability) and the "M" (motivation), in terms of how these elements could be captured and developed through e.g. personality testing and traditional compe-

tence development activities such as global leadership development programmes. The "O", on the other hand, has been a more neglected presence, but as the performance equation shows, all three elements are equally important: one could imagine many situations where people are no doubt capable and willing enough but never get the chance to use their resources, *because* there is not the right space, *because* they are spending their energy on the "wrong" thing, or *because* they are not proactive in using the space that is there.

In this tool, we drill down into the "O" element of global leadership; how to create "opportunity" with a view to facilitating global leadership performance. The individual and the organizational view are represented in a model of global leadership accelerators below, which suggests possible ways of promoting global performance.

We have extended the view taken in the AMO model, in that we are operating with a **"double O"**, where "Opportunity" in the sense of

scope for action is viewed in both an individual and an organizational perspective:

Big "O": The working conditions, systems and structures that form the organizational context around global leadership
Little "o": The leadership behaviour required to grasp and exploit the opportunities

The figure below shows global leadership accelerators at both the individual and the organizational level together. It should be noted here that the arrows at the top and bottom of the model indicate that individual behaviour and organizational support structures and processes influence each other. The model draws on two research projects carried out under the auspices of the GLA. In different ways, each of these projects addressed the relationship between individual global competence and organizational facilitation and bridge-building in terms of linking individual global performance and organizational performance, and the discussions that these research projects raised in workshops at the Academy.

Organizational accelerators and enablers
Big "O": How the organization can create opportunity for global leaders

Accelerator #1: Strategic dialogue and co-creation – inclusive strategy work

Design of processes and forums (virtual/physical) for horizontal and broadly inclusive strategy work

Governance model to meet the need for both common standards and local adaptation

Diversity requirements in staffing: draw project teams from different specialisms, cultures and job levels etc.

Accelerator #2: Collaboration and interfaces – interaction synergy

Creation of internal dependencies: define job and process design so more horizontal interaction is needed to complete the job (e.g. matrix structure)

Formulation of best practices in running global meetings

Employee mobility: establish alternatives to posting abroad

Resourcing and facilitation of horizontal knowledge sharing forums

From the outside in: acceptance and encouragement of knowledge sharing across organizations

Onboarding programmes: consider global interfaces from day 1

Accelerator #3: Coherence through imagination – communication and knowledge sharing

Foreign language skills: insist on language training and provide opportunities for it

Technological bridge-building: access to efficient teleconferencing, internal social media and virtual infrastructure in general

Differentiated communication efforts: should general news items be in English everywhere?

Storytelling: present the "global bonus" – pass on the good news about how global collaboration produces real results

Organizational Esperanto: support the development of a common language – e.g. through the company's core values, use of the same management tools, project models or IT systems

Accelerator #4: Performance management and talent development – promoting mobility

Goals and evaluation: integrate global leadership competences into performance assessment systems, appraisal tools etc.

Competence status and talent pipeline: make a list of the company's global "high fliers" in the relevant specialist fields and in leadership, so everyone can access the pool

Global career paths: organize career paths and leadership development activities that automatically take people around the different corners of the organization

Figure 11.1: Global leadership accelerators and synergy effects in the interplay between global leader and global organization

The leader's individual action points
Little "o": How the individual leader can grasp the opportunity – and create opportunities for their staff

Participation in and input to strategy processes across the whole organization

Counter sub-optimal local solutions and prioritize "global" elements

Proactive involvement in horizontal projects – and care to involve more than just the "usual suspects"

Realistic approach to longer start-up time when collaboration runs across units

Quality time when running meetings – pay extra attention to content, participants and format

Openness towards colleagues posted to Denmark and acceptance of global assignments of shorter or longer duration

Creation of practice communities cutting across the organization: who can you learn from in your organization?

Collegial learning: how can you learn from your competitors and other organizations?

Provide input on global forums that are particularly useful for new employees to join

Link local practice to global objectives

Accept offers of language training – and help your staff to take it up

Experiment with the use of new media and communication skills, insist on training in the use of new media and set aside resources for this

Act as a "transformer station" for groups of employees who are cut off from the formal communication flows

Sharing of knowledge and cases from your local practice, so others can learn from it

Draw on the collective linguistic resources – you may be weaker in "organizational Esperanto" but better at exchanging knowledge with others

Actively formulate "local" KPIs for global goals, so they fit the context

Consider the whole of the available talent pool in the company when filling positions in your own area – and accept that you may lose your own staff

Keep an eye on the "local development situations" at home; make use of any opportunities to change leaders

GLOBAL ACTIVATION – HOW READY ARE YOU?

It is now time to judge whether and how your company is exploiting the opportunity to create the conditions that are conducive to a global outlook and action. This means that it could be smart for various stakeholders each to make their own assessment, to set the stage for a collective evaluation of the organization's use of accelerators and of their effectiveness; this would include identifying the areas of the company's strategy where there is a need for more action.

The first step is to rate the organization's global leadership accelerators on a scale from 1 to 5, where 1 is low and 5 is high, then use the result to assess the effect of these accelerators on the company's strategy (also on a scale from 1–5) in order to identify actions that the company can usefully designate as priority areas and to allocate resources to strengthen these (the column on the far right):

How good is the organization at:	1	2	3	4	5	Effect on strategy 1–5
Accelerator #1: Strategic dialogue and co-creation						
Inclusive strategy work						
Glocal governance model						
Diverse project staffing						
Accelerator #2: Collaboration and interfaces						
Collaborative organization design						
"Best practice" in running meetings						
Employee mobility						
Knowledge-sharing with outsiders						
Knowledge-sharing forums						
Global onboarding						
Accelerator #3: Coherence through imagination						
Foreign language skills						
Technological bridge-building						
Differentiated communication						
Organizational Esperanto						
Accelerator #4: Performance management and talent development						
Goals and evaluation						
Competence status and talent pipeline						
Goals and evaluation						

Figure 11.2: Assessment of organizational readiness to learn broken down by global leadership accelerators

The results for the effect of the individual accelerators on the company's strategy (the right-hand column above) can be entered into the matrix below to provide a general overview of what to do more or less of in the future.
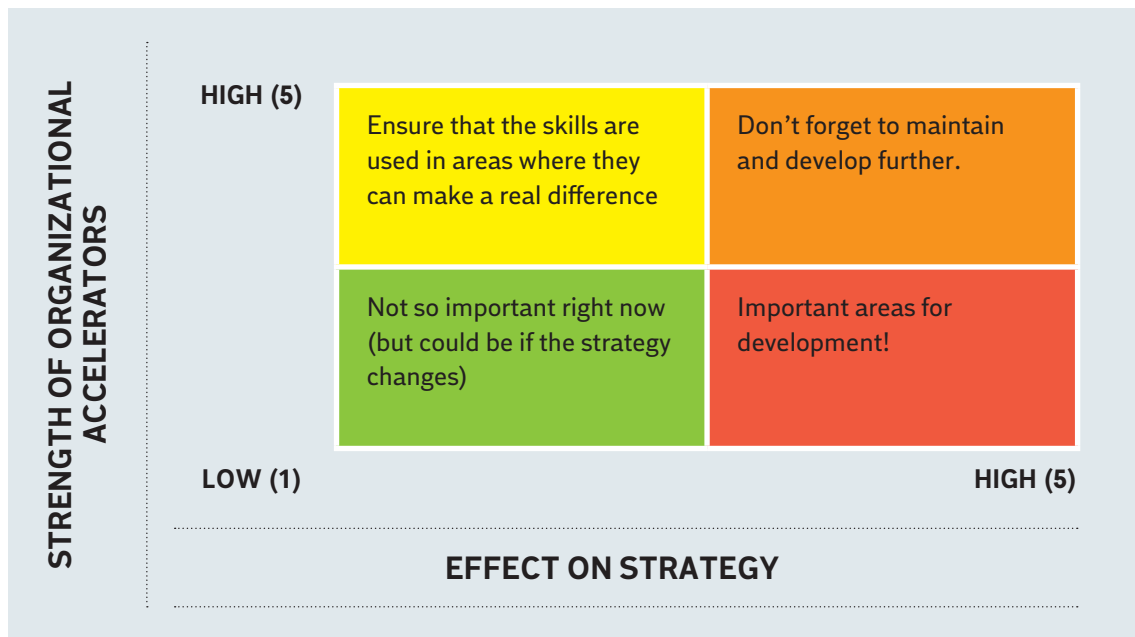
Figure 11.3: Priority areas for organizational facilitation of global leadership

The process concludes with drawing up a plan with relevant actions in order of priority. It is impossible to develop and change everything all at once, so it is important to stick to these priorities, even though all of them may seem equally important.

Draw up a prioritized development plan, and be realistic. It is a good idea to choose no more than two or three areas to work on at any one time – and rather two than three. Revisit the tool at regular intervals.

FIND OUT MORE

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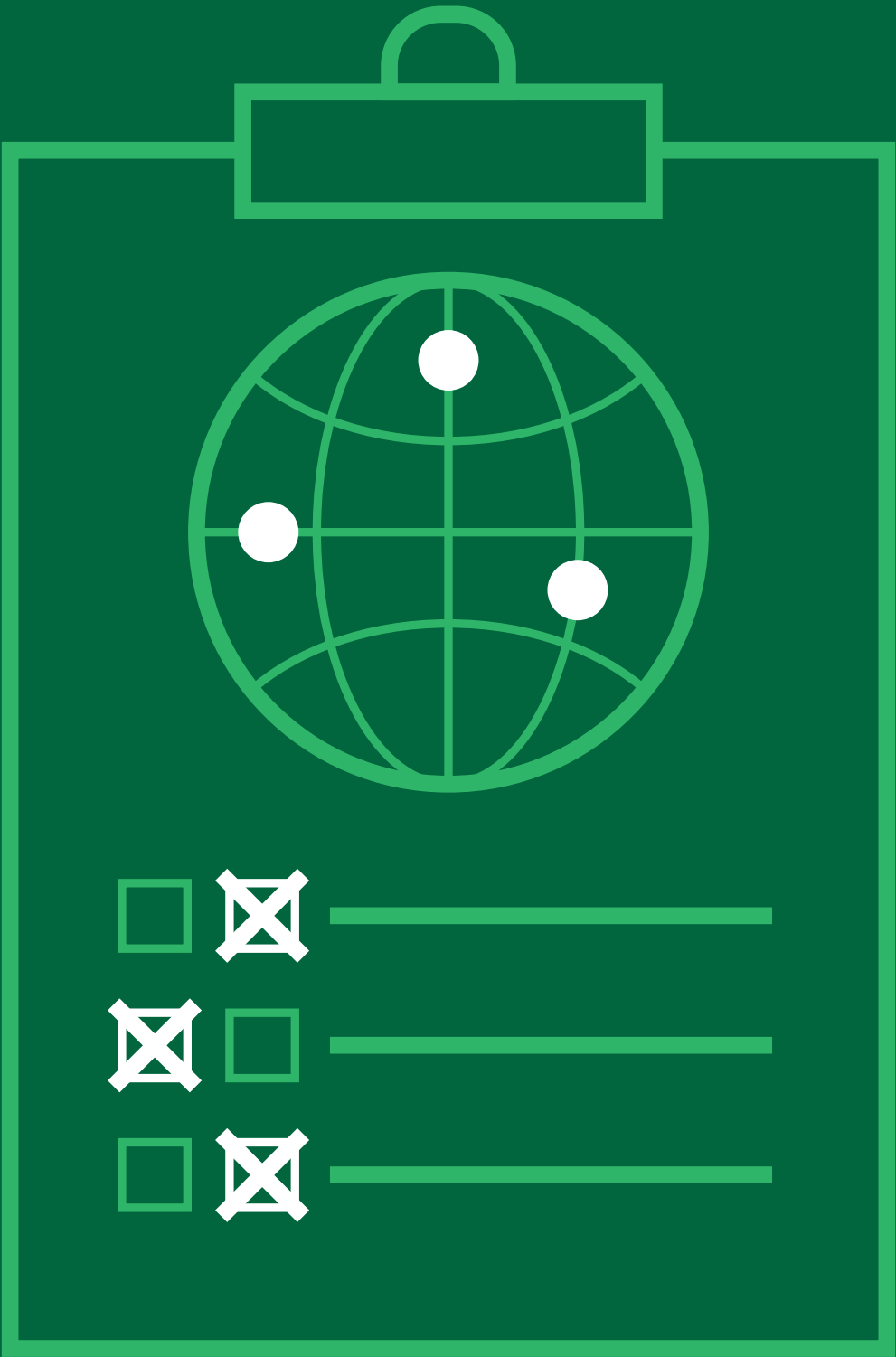
TOOL 12:

FACT OR FICTION

– NINE MYTHS ABOUT GLOBAL MINDSET COMPETENCE

TOOL 12:
FACT OR FICTION – NINE MYTHS ABOUT GLOBAL MINDSET COMPETENCE

Why: Our ideas of global competences and how they can be identified in practice in connection with recruitment and development activities are often out-of-date or rest on assumptions that may have no basis in reality. This dialogue tool can be used as a source of inspiration for an inspection of the assumptions that drive our identification of "the good global leader/employee" or as a basis for a debate on skills in an organization facing (further) internationalization or globalization.

What: Nine myths about global competence may be revealed by two global competence models. There are questions for reflection on each of the nine myths, to challenge the gut feel and "common sense" of managers and HR professionals and encourage them to consider whether their view of global leadership is coloured by fact or fiction. The nine myths are then summarized in a "global mindset reality check", where you can assess your own or your organization's view of global mindset competence.

How and who: The tool can be used by managers and HR professionals, individually or in groups, to get better at identifying and developing their own and other people's global competence, including casting a critical eye over their existing and future practice.

This tool uncovers nine myths about global leadership, as discussed by the members of the Academy and revealed in the literature and from research projects and invited guests from Denmark and abroad:

- Myth 1: Global mindset – the more people have it, the better
- Myth 2: Top management have the global overview
- Myth 3: International experience and enthusiasm for globalization are sure signs of global competence and mindset
- Myth 4: Only the leaders need a global mindset
- Myth 5: It is mainly managers with staff responsibility who need a global mindset

- Myth 6: Global mindset – the more of it, the better
- Myth 7: Just wait until the younger generations enter the job market…
- Myth 8: Global competence is indestructible
- Myth 9: Our leadership programmes are common to the whole organization, therefore they are global

Each myth is expanded on below, together with some questions for reflection which invite you to check and discuss what is fact and what is fiction in your own global practice and organization. At the end, you can take a test to assess your own and your colleagues' perception of global mindset competence.

MYTH 1: GLOBAL MINDSET – THE MORE PEOPLE HAVE IT, THE BETTER

It is easy to fall into the idea that you simply can't have enough global mindset, and that everyone should have it. And it is undeniably difficult to find anyone against global mindset: it sounds up-to-date, fine and right – and who would want to be accused of a local, domestic or ethnocentric mindset? There is a social pressure to be "on trend", and so it sounds sensible to

say that, if only all of the staff were globally minded, everything would be much easier. And there is no doubt that both world peace and international companies suffer from a lack of global vision. But global mindset as a kind of unisex one-size-fits-all solution may simply be out of step with the company's strategic reality. In any case, it will often be unrealistic to develop global mindset in everyone in the short or the medium term – do we have the cognitive bandwidth to develop it in everyone? And even if we do, would it be such effective use of resources if many people's jobs have only a limited global element in them?

MYTH 2: TOP MANAGEMENT HAVE THE GLOBAL OVERVIEW

Pankaj Ghemawat, Professor of Global Strategy and author of the book "World 3.0: Global Prosperity and How to Achieve It" (2011) believes that many of us are exponents of "globaloney", resulting in greatly exaggerated ideas of the extent and consequences of globalization. Part of Ghemawat's explanation for this failure to recognize the more moderate scope of globalization (according to him) is that decision-makers in global organizations typically live more globalized (working) lives than the rest of the population, including their own employees. They overstate the extent of globalization and its implications for their staff and the company as a whole. As we know, above the clouds it's always sunny, and with a bird's-eye (or top management) view, the world may look more flat, as a bestselling book on globalization put it. For the vast majority of employees and managers in the global world, working life is quite earthbound and visibility more limited, and the Earth is still round.

MYTH 3: INTERNATIONAL EXPERIENCE AND ENTHUSIASM FOR GLOBALIZATION ARE SURE SIGNS OF GLOBAL COMPETENCE

A practical and easy shortcut to identifying global competences is to look at whether an employee has global experience. That certainly sounds very good, but it is not necessarily so. The connection between previous experience from e.g. postings abroad and existence of global competence is more complicated than that, as much depends on whether earlier expat experience or global working was positive. Global experience can also inhibit the development of global competence, as illustrated by the model below:
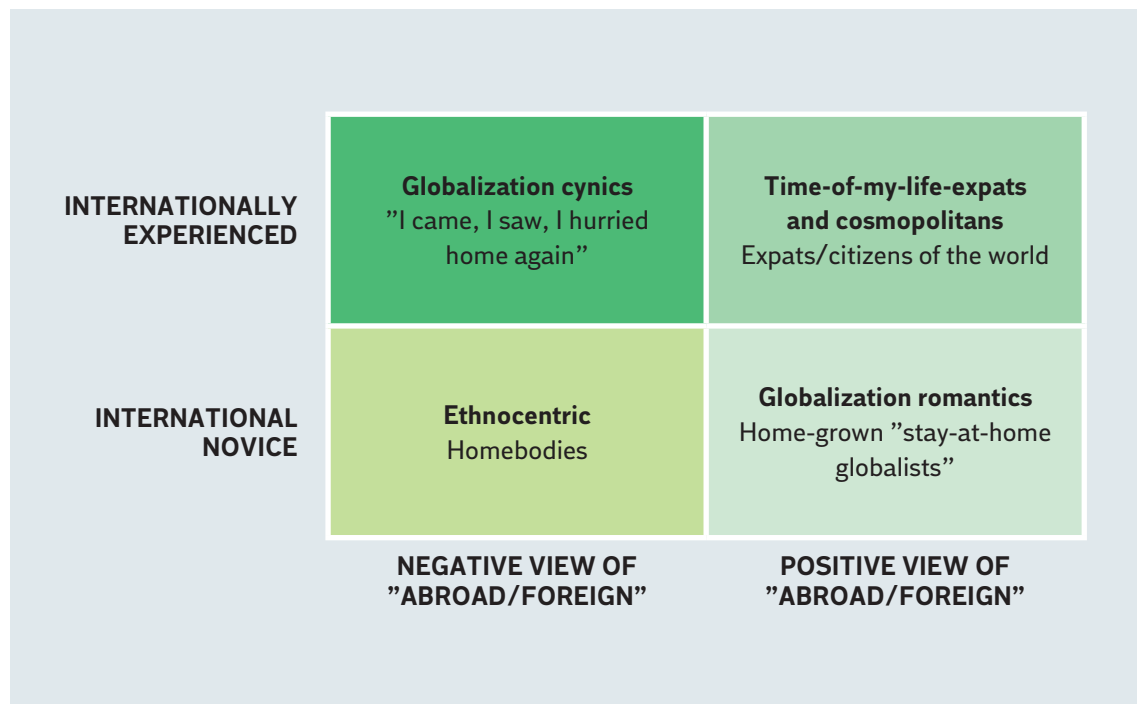
Figure 12.1: International experience and view of "abroad". From Nielsen (2014)

In the top half of the diagram we have two groups of people who have international experience. In the top right corner we have people with expat backgrounds, whose experiences have given them a very positive view of "abroad" – we call them the "Time-of-my-life-expats" expatriate managers/globetrotters, and they are typically the ones we look to recruit/promote when we regard experience abroad as a positive factor on the CV. In the top left corner of the figure is a group of people who have had experience abroad, but it has been negative. It is this group of globalization cynics, who perhaps "came, saw, and hurried home again" that we need to be extra careful of, because there is a risk that they will not actually be able to turn the global experiences they have had into something that can be used constructively in the future. Perhaps the opposite.

In the bottom half of the diagram we have two groups of people without any international experience, one with a positive view and one with a negative perception of "abroad". For these two groups, the same principle of not taking anything at face value applies. The group of "ethnocentric homebodies" perhaps covers people who do not feel properly suited to new tasks, but the group of otherwise positive globalization romantics may simply be ill-equipped to tackle the complications and challenges to their identity that follow in the wake of international collaboration.

MYTH 4: ONLY THE LEADERS NEED A GLOBAL MINDSET

A lot of resources are spent developing leadership competence, and the market for the development of global skills is bursting with intercultural skills development, global sensitivity training and global leadership programmes. And the leaders are undeniably a key group. Two major authorities on global mindset, Gupta and Govindarajan, note however that: *"Although we contend that returns to investment in cultivating a global mindset would always be positive, we do not expect them to be uniform. The value added by global mindset, and the value subtracted by its absence, is likely to be strongest in the case of those individuals who are directly responsible for managing cross-border activities, followed by those who must interact frequently with colleagues from other countries"* (Gupta & Govindarajan, 2001, p. 124). It is striking here that the word "leader" is conspicuous by its absence. This turns the focus on an aspect which has often come up in discussions at the Global Leadership Academy – the fact that an ever-growing number of employees come into contact with, and therefore need, global collaboration skills. But where are they in the companies' efforts to develop global competence? In the Academy we have met with great interest, but found no concrete initiatives specifically directed at "global mindset for employees". We may then ask, if leadership is something that managers and their staff work together to bring about, what type of "global mindset followership" competence should then match the manager's "global mindset leadership" competence?

QUESTIONS FOR REFLECTION

What are your selection principles for deciding which employees should take part in global development programmes or activities? Are your needs as a leader addressed in the existing programmes – and if not, what alternative development paths exist?

Are there new/other groups of employees whose work duties – whatever their geographical location or place in the hierarchy – are global and so should be included? Are there employees who you overlook when prioritizing resources for global development activities?

If there is global mindset leadership, how is global mindset followership practised in your organization? Do your employees know how best to act "globally" in their job role?

MYTH 5: IT IS MAINLY MANAGERS WITH STAFF RESPONSIBLITY WHO NEED A GLOBAL MINDSET

Managers dominate the competence development landscape – not just compared to ordinary employees but also compared to types of leadership that do not involve direct staff responsibility. To begin with, there was a more or less unspoken assumption in GLA circles about the work on global leadership that it was most relevant to concern ourselves with global leaders with staff responsibility. However, this assumption was strongly challenged as our work progressed. Complex organization structures, matrix models and other forms of horizontal collaboration are becoming more and more widespread and raise the question whether global leadership and mindset should necessarily be reserved to the part of leadership work that is hierarchically structured. At the same time, a study of global leaders' views of the challenges they faced in global working showed that it was precisely the parts of the job that had to do with collaboration with people over whom the leader had no staff responsibility which were felt to be more challenging (Nielsen and Nielsen, 2016). In matrices and multi-stranded collaboration structures, the traditional management skillset was even more stretched than in a globalized version of classical, home-based leadership.

QUESTIONS FOR REFLECTION

What is your experience of challenges relating to global leadership when it comes to tasks that involve or exclude staff management?

How are leadership functions that do not involve direct staff responsibility covered in your global competence development?

Is there a need for a targeted effort in relation to horizontal, boundary-crossing matrix management – including for leaders who are already well-versed in situations where they have had direct staff management responsibility?

MYTH 6: GLOBAL MINDSET – THE MORE OF IT, THE BETTER

As with most other investments, we pass a point somewhere along the way where any further input gives diminishing returns – the curve does not simply continue steadily upwards to infinity. Although many Danish companies may think there is some way to go before the curve flattens off, a discussion of how much global mindset they actually need could be appropriate. In this connection, we might also discuss whether more global mindset is always desirable – whether in fact we can simply have too much global mindset? There is reason to believe that you can in fact have too much of a good thing when it comes to developing global mindset. One global leader reflects on this question: *"Being too global is when you embrace China, India and Russia so much that you forget to listen to South Jutland. If you become too global, you lose the national perspective, which is also important."* Once you become hyper-globally minded, you may also lose the ability to deal with other people who have a more local outlook – thereby losing the ability to work together with a large part of the Earth's population, and missing the whole point of developing global mindset. This issue was addressed by one of the research reports produced as part of the Global Leadership Academy's knowledge development activities, which looked more closely at an international group of extremely mobile and globally experienced employees (Storgaard and Skovgaard-Smith, 2012). In this report, some of the globalists interviewed state, for example, that: *"Once home has become potentially anywhere, you can't go back as it's expressed."* (Storgaard & Skovgaard-Smith, 2012, p. 56), and *"I do identity myself as more of a global person rather than Australian. Because I don't identify with the Australian sort of insular mindset anymore"* (Storgaard & Skov-

gaard-Smith, 2012, p. 56). A crucial point is then the extent to which acquiring a global mindset supplants national/local ties, and whether this

"cutting loose" results in a negative view of one's own country and other "local" thinking. This is illustrated by the figure below:
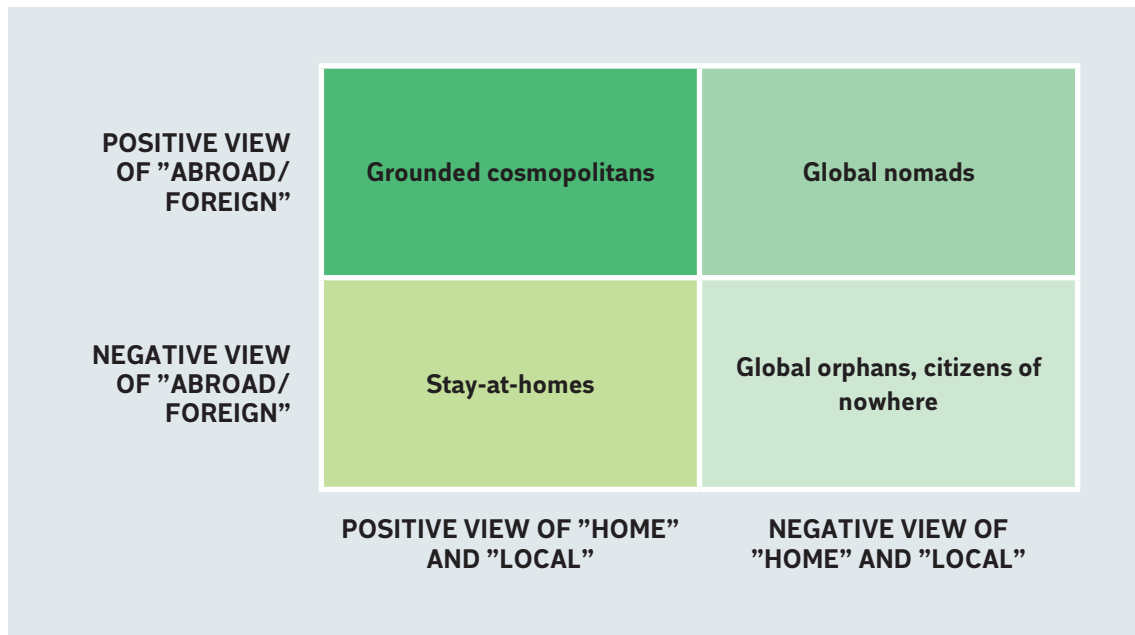

Figure 12.2: Home and away – positive and negative. From Nielsen (2014)

This combines two axes: The perception of "abroad", and the perception of "home" and the local background. In the top right corner we have the group of global nomads we met before, who have gone into "global orbit" and have lost their ties to the "local", which is mainly associated with something negative, while globalism has become a sort of new nationality. In contrast to them, the top left corner of the figure shows the globalization enthusiasts, who have still retained positive links to their home country and "local" matters. In the literature, this group are often referred to as "grounded cosmopolitans" – they are globetrotters who have not lost touch with their roots and can still value and appreciate others who think in a more earthbound way and whose circles are smaller. These two groups are reflected in the bottom half of the figure, which contains people who lack global mindset – either because they can only see the positive in their own back yard, or because they are in a no man's land where they do not feel part of either a national or a global community – perhaps because they are in a period of transition.

QUESTIONS FOR REFLECTION

Do you have groups of employees who have actually become "too" global in your organization? Have you yourself become "too global"?

How do you ensure that the development of global mindset does not render employees unable to deal with more locally-minded colleagues and business partners? What are you doing to keep your own leadership practice grounded?

Are your career paths viable for hyper-global employees? What do the career paths mean for your own development opportunities?

MYTH 7: JUST WAIT UNTIL THE YOUNGER GENERATIONS ENTER THE JOB MARKET...

Some companies put their trust in younger generations almost automatically having a more global outlook: they have travelled more, they are more global consumers of culture, speak better English and have Facebook friends in many countries. A more pessimistic gloss on younger people's global competences, also represented among the members of the Global Leadership Academy, is however that young people simply can't be bothered with postings abroad and the life of a global nomad. They like to Skype and enjoy travelling but do not want to settle abroad. One suggestion is to look at the job design and workflows, so people do not have to travel so much. Another is to go for the "grey gold" instead, and choose more mature leaders to be posted and recruited into global jobs. They have the time and the energy, no small children, and the self-knowledge, broad-mindedness and tolerance gained from a long life (some research suggests that older people do better than younger ones in the international environment). So one answer might be to "leave the young at home and send silverbacks to start up a new subsidiary in Mexico instead of retiring to play golf in Spain".

Another solution, or course, is to go for "self-initiated expats", the rapidly-growing element of the global workforce who travel around themselves looking for work. This saves companies a lot of bother, as employees themselves bear the costs and the risk of international working and do not turn their noses up at "local salaries" at a time when more and more companies are moving away from "special compensation packages" for global employees.

And it is also a myth that there will be less need for postings abroad in the future – the consultancy firm Mercer runs regular surveys of this phenomenon and the findings indicate that expat postings as a global working practice happily co-exist with an increase in the number of people working globally in other ways, including European commuters, business travellers or virtual matrix employees.

QUESTIONS FOR REFLECTION

How would you describe your view of millennials/"generation Z" in relation to global competence and global working?

How do you use job design and organization structures to support the development of global competence? Does your team/ department allow you to arrange work activities differently?

Do you use the whole range of types of employment and recruitment channels to secure global competence? Are there types of talent that you do not pay attention to today?

MYTH 8: GLOBAL COMPETENCE IS INDESTRUCTIBLE

An often unspoken idea about global competence is that, once you have acquired it, it lasts for life. At the extreme, you could say that the members of the Academy have had a tendency to talk about global mindset in a way that suggests that, once you have developed a global mindset, you will think globally for the rest of your life. If this were the case, global mindset competence would be quite unique, as most other competences have to be maintained if they are not to fall away, and are also tied to the context and situation in which they are used, so they have to be adapted to changing conditions along the way.

Research in this area is sparse, but not surprisingly there are signs that global mindset, like any other skill, can diminish and break down over time. Research has shown through global mindset profiling with individual global mindset tests that people who have had a high global mindset score at an earlier period of their careers characterized by a very global role, may actually score relatively low after a later spell in a more locally oriented job (Pucik 2006). The point is then that global mindset has to be maintained.

One of the authors of this book lived and worked abroad for many years and speaks several languages, so must presumably be very globally competent. Maybe, or maybe not, because that was all many years ago, so how much of it is left? What difference does it make that this person has been researching this area for many years in the meantime? And had a lot of foreign friends? The research does not give us a clear answer on the "half-life" of global mindset, but it is interesting to consider what activities and other life experiences break down and develop global mindset – and whether the company or the individual leader have weighed the implications for their skillset.

MYTH 9: OUR LEADERSHIP PROGRAMMES ARE COMMON TO THE WHOLE ORGANIZATION, THEREFORE THEY ARE GLOBAL

One of the studies carried out as part of the work of the Global Leadership Academy (Nielsen and Nielsen, 2016) clearly shows that many global leaders feel they have been left to themselves to pick up a global leadership role by "learning on the job". While there is certainly nothing wrong with either learning from colleagues or building up experience through practice (quite the opposite, in fact), these leaders also want help to develop globally. The same study also showed that many of the leadership development programmes that address global needs are global mainly in the sense that a) the

programme is common to all the countries in which the company is represented; b) the programme is run in English; and c) the programme has a title containing the word "global". With regard to the actual content of so-called "global" leadership development programmes, there was typically less that actually addressed involvement with global leadership. The network-building and accumulation of social capital which take place whatever the course content when leaders are brought together from different areas of the company should not be underrated, but the suggestion is that this is not enough.

Are the content, language and attendance in your leadership development programmes all global? Why/why not? Have you as a leader actively contributed ideas and problems which you particularly wanted included in global development efforts?

Which particular global competences are developed in your global leadership development programmes, and how? How does your own participation in global leadership development programmes help with your personal global development – and what can/should you yourself do to accelerate this learning process?

Does the HR department itself have the global competence it is trying to impart to others in the company? How can you as a leader help to push the work of HR in a more global direction?

How does the training you have received reflect/match the reality and the challenges you face as a global leader?

GLOBAL MINDSET REALITY CHECK – HOW DO YOU THINK IT'S GOING?

The self-test below summarizes the main points from the nine myths and gives you the chance to make an overall assessment of your own and your colleagues' perception of working with global mindset in practice. As always, this sort of test works best if you are honest – and if you use it as a basis for discussion, ideally with others who may see things quite differently from you.

Assess your own, your team's or your business partners' sense of reality in relation to your practical work with global mindset in terms of how far you agree with the statements below	Score them on a scale from 1 to 5, where 1 = disagree and 5 = completely agree.
I am clear about how global mindset helps us to execute our corporate strategy	
I am clear about the business case for working with global mindset in my function/team	
I am unsure about what is actually meant by having a global mindset	
We operate with a differentiated understanding of global mindset in relation to different levels of management	
Our view of global working is tied to the content of the job itself, not to geography or job titles	
We work actively on global mindset with employees who have no management/staff responsibility	
Global mindset competence is mainly to do with knowledge of other national cultures	

Global mindset is only relevant for managers with staff responsibility	
It is important for all employees and managers to have as much global mindset as possible.	
Experience abroad is a positive indication of global mindset	
It is a problem to have employees whose focus is primarily local	
Employees with a very local mindset are hard to work with	
Younger employees typically think more globally than the older generations	
I am aware of the way my global competences develop over time	
Our leadership development activities address the way in which the leader's role is affected by being practised in a global context	
Our HR department is globally competent	

Figure 12.3: Global mindset reality check

FIND OUT MORE

Gertsen, M. C., Søderberg, A.-M. & Zølner, M. (2012). "Introduction and overview", pp. 1–14 in: M.C. Gertsen, M. C., Søderberg, A.-M. & Zølner, M. (eds., 2012). *Global Collaboration: Intercultural Experiences and Learning.* Basingstoke: Palgrave Macmillan.

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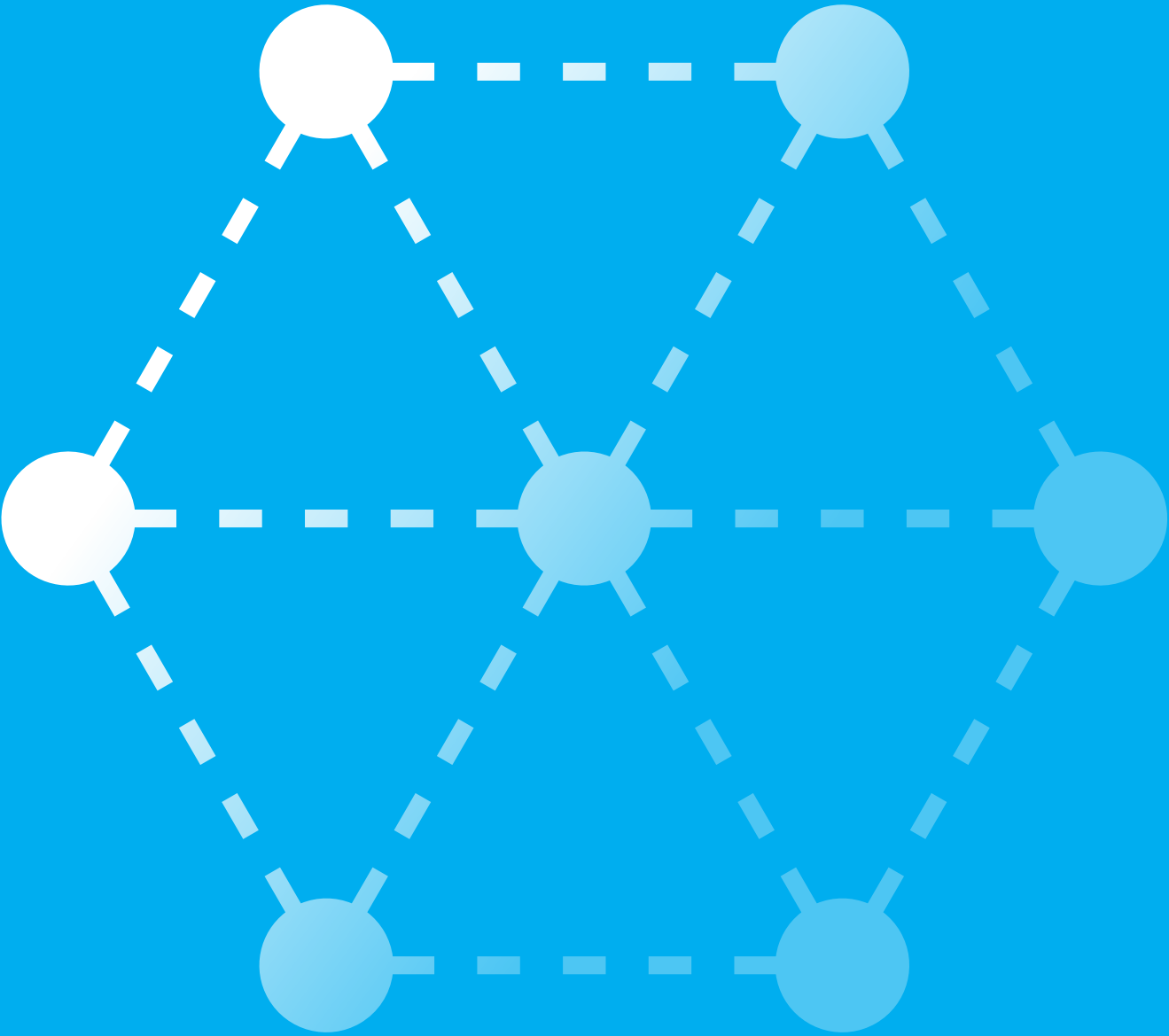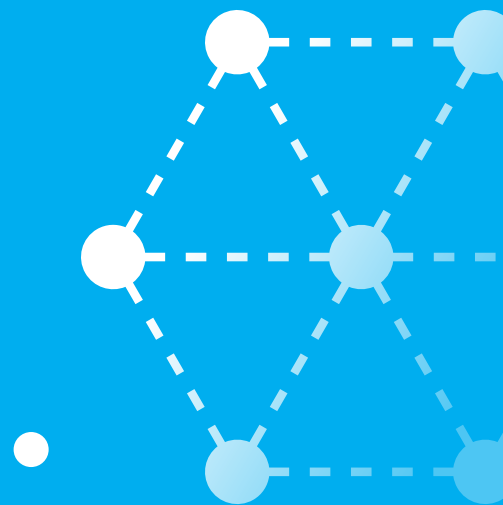
GLOBAL LEADERSHIP ACADEMY:

ACTIVITIES AND PUBLICATIONS

GLOBAL LEADERSHIP ACADEMY: ACTIVITIES AND PUBLICATIONS

The tools in this book are part of a wide range of activities and programmes run by the Global Leadership Academy. A summary of seminars and conferences held can be seen below together with a list of research projects and selected news articles that have been written.

Co-creation of new knowledge calls for active participation and engagement. We would like to thank the many practitioners and researchers who have contributed their knowledge, experience and enthusiasm to the project. A special thank-you at this point to the Academy's member companies:

- Dong Energy A/S
- Solar A/S
- Velux A/S
- Ministry of Foreign Affairs
- H. Lundbeck A/S
- Deif A/S

- Terma A/S
- Coloplast A/S
- Radiometer Medical A/S

A special mention also for the researchers who have produced new research (see also references above) for the Global Leadership Academy:

- Anders Klitmøller, associate professor, University of Southern Denmark
- Professor Jakob Lauring, Aarhus University
- Dr Irene Skovgaard-Smith, senior lecturer, Anglia Ruskin University, Cambridge, UK
- Marianne Storgaard, post-doc., University of Southern Denmark
- Rikke Kristine Nielsen, assistant professor, Aalborg University Copenhagen
- Jens Boye Nielsen, research assistant, Global Leadership Academy
- Jan Normann, research assistant, Aarhus University

EVENTS 2016

DI & CBS GLOBAL LEADERSHIP SEMINAR: REVISITING GLOBAL LEADERSHIP
A high quality in global leadership is key to seizing global business opportunities. But what does global in a leadership context actually really mean?

EVENTS 2015

GLOBAL LEADERSHIP CONFERENCE 2015: DON'T LET COMPLEXITY GET IN THE WAY
Dealing professionally with the complexity of doing global business is paramount to the competitiveness of Danish companies.

SEMINAR: GLOBAL MINDSET
A global mindset helps companies view the world as one arena with multiple perspectives; and helps them take actions that work both locally and globally.

EVENTS 2014

SEMINAR: GLOBAL MINDSET
Successful global leadership and collaboration is a matter of global mindset.

MASTER CLASS: CULTURAL AGILITY IN A GLOBAL CONTEXT
Successful global professionals are culturally agile.

INDUSTRIAL PH.D. DEFENCE
Defence of Ph.D. thesis written within the framework of Global Leadership Academy.

TRAINING: VIRTUAL LEADERSHIP AND COLLABORATION
Working virtually is nothing new. People have been working together virtually for many years and leaders have managed the virtual work quite well.

SEMINAR: GLOBAL BUSINESS DEVELOPMENT
Building and growing a business on a global scale.

STUDY TOUR: INNOVATION "OVER THERE"
Visit to the US to learn about leadership and innovation.

SEMINAR: GLOBALIZATION & GROUP MINDSET
International strategy execution!

EVENTS 2013

SEMINAR: GLOBAL OPERATIONS & INNOVATION
Challenges for strategy and management!

WORKSHOP: LEADERSHIP ACROSS BORDERS
An increasing number of leaders lead across borders, cultures, and time zones. And the number will rise in the future.

SEMINAR: CORPORATE GOVERNANCE – FOR BETTER OR WORSE
The global scene is becoming extremely difficult to govern especially for companies with a string of subsidiaries and affiliates abroad.

TRAINING: LEADERSHIP ACROSS BORDERS
Providing you with the knowledge and skills required to lead the employees who are separated from you in time and/or distance

SEMINAR: MANAGING HUMAN CAPITAL
Lessons learned from emerging markets.

SEMINAR: GLOBAL SECURITY IN A MOVING WORLD
The geopolitical agenda is becoming increasingly more important for companies active on the global scene.

EVENTS 2012

WORKSHOP: GLOBAL COLLABORATION
Global Collaboration – how to collaborate in globalizing companies across business functions, national borders, geographical distances, time zones etc.

WORKSHOP: THE INNOVATIVE GLOBAL ORGANIZATION
The innovative global organization – how to lead innovation processes in a global perspective.

EVENTS 2011

WORKSHOP: LEADERSHIP IN A DIVERSE, GLOBAL WORLD
Leadership in a diverse, global world – the role of leaders in managing inclusion and productivity in a diverse, global world.

STUDY TOUR: ACADEMY OF MANAGEMENT 2011
Explorer Tour to Academy of Management, August 2011.

WORKSHOP: GLOBAL LEADERSHIP COMPETENCES
Global Leadership Competences – Alignment between business and execution.

EVENTS 2010

WORKSHOP: GLOBAL TALENT MANAGEMENT
Workshop: Global Talent Management – A Master Class.

PUBLICATIONS AND REPORTS

All publications and reports from the Academy have come out in English. The following are therefore available in English.

GLOBAL LEADERSHIP PRACTICE AND DEVELOPMENT REVISITED; EXPLORING 3 ROLES – DISCOVERING 7 DUALITIES

Practicing leadership in multinational corporations competing in global markets is often portrayed as calling for a particular type of leadership competences and behaviours, typically called "Global leadership" framed in opposition to and distinct from local, general management. There is, however, little agreement on what global leadership actually is as well as (inconclusive or at least) highly diverse evidence concerning who the global leaders are and little knowledge of what global leaders do in practice (that is their behaviours). Against this backdrop, this study explores what global leaders see as the key activities and behaviours they need to perform when holding a global job role, and how to acquire and sustain the necessary competences. This study was carried out by assistant professor Rikke Kristine Nielsen, Aalborg University Copenhagen with the assistance of Jens Boye Nielsen.

Nielsen, R.K. with Nielsen, J. B. (2016). *Global Leadership Practice and Development Revisited – Exploring 3 Roles – Discovering 7 Dualities.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

DANISH LEADERSHIP STYLE IN A GLOBAL CONTEXT

Danish-style leadership – exercised in a global context – can be characterized as democratic and equality oriented as well as informal, open, and trusting; i.e. very similar to its manifestation domestically. In general, Danes have strong international leadership skills when compared to other nationalities. Yet, while Danish leadership can be extremely effective in some situations it can be outright destructive in others. Researchers from Aarhus University have identified both upsides and downsides of Danish-style leadership when practiced in an international work setting.

Lauring, J. & Klitmøller, A. (2015). *Danish Leadership Style in a Global Context.* Copenhagen: Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

DESIGNING ORGANIZATIONS WITH A GLOBAL MINDSET

A global mindset is "one that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to synthesize across this diversity". This definition is the outset for a more thorough investigating into global mindset, how it is established and developed. The central question in this report is: How can a global mindset be cultivated at an organizational level? Based on a series of interviews with expats and international professionals at middle and senior management level in headquarter functions, the aim is to explore the learning points in the process of cultivating a collective, organizational global mindset. The research was carried out by post.doc Marianne Storgaard, University of Southern Denmark and senior lecturer Irene Skovgaard-Smith, senior lecturer, Anglia Ruskin University, England.

Storgaard, M. & Smith, I. S. (2012). *Designing Organizations with a Global Mindset.* Copenhagen: Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

GLOBAL MINDSET AS MANAGERIAL META-COMPETENCE AND ORGANIZATIONAL CAPABILITY

This industrial PhD project was carried out in a collaboration between one the Global Leadership Academy member corporations, Solar A/S, and academy co-founder Copenhagen Business School by Rikke Kristine Nielsen, now assistant professor at Aalborg University Copenhagen. Based on a conceptual analysis of global mindset, this dissertation argues that the development of global mindset as a managerial meta-competence and organizational capability is an avenue for multinational corporations to improve their opportunities and performance internationally.

An empirical analysis of strategic global mindset as a meta-competence and organizational capability supplements the conceptual analysis of global mindset, as laid out in the "strategic global mindset capability model", by adding empirically founded suggestions for organizational/structural and individual enablers of strategic global mindset seen from a middle manager perspective in a single case study deliberately seeking to establish global mindset as a collaborative competence.

Nielsen, R.K. (2014). *Global Mindset as Managerial Meta-competence and Organizational Capability: Boundary-crossing Leadership Cooperation in the MNC. The Case of "Group Mindset" in Solar A/S.* Doctoral School of Organization and Management Studies, PhD Series; 24, 2014.

The complete dissertation (250 pages) can be downloaded from: openarchive.cbs.dk/handle/10398/8974; a short 2-minute video-version of the dissertation: tv.di.dk/video/9006603/rikke-kristine-nielsen

TRUST AND TENSION IN GLOBAL WORK

The ability to manage issues related to trust and conflict is fundamental for the success of Danish professionals working in international job roles. However, trust is not "just trust" and conflict is not "just conflict." Several different types of trust and conflict exist, all of which have a different impact on global collaboration and, accordingly, need to be managed differently. The aim of this report is to raise Danish leaders' general awareness of issues related to trust and conflict in global work and provide tangible managerial advice in order to increase the effectiveness in global work. Researchers from Aarhus University and the University of Southern Denmark have carried out the study; and the results are based on both quantitative and qualitative data.

Lauring, J. & Klitmøller, A. (2014). *Global Leadership Competencies for the Future. Trust and Tension in Global Work.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

GLOBAL LEADERSHIP BEHAVIOR

Research conducted by Aarhus University has identified two main leadership styles that characterize successful global leaders – they call it an alignment-oriented and a diversity-oriented style. Both styles have their advantages and disadvantages, but there is potential for achieving even better organizational results by strategically shifting between the two; and "it is this leadership agility that can make all the difference" conclude the researchers from Aarhus Business School.

Lauring, J.; Klitmøller, A. & Normann, J. (2014). *Global Leadership Competencies for the Future. Global Leadership Behaviour.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

VIRTUAL COLLABORATION RESEARCH

The amount of virtual collaboration in international firms is growing by the minute, yet very little research on global virtual work has been conducted – in particular in a Danish organizational context. The purpose of this study was to understand how temporal dispersion, cultural/linguistic differences, technological challenges, and virtual leadership all impact global virtual collaboration.

The results build upon 110 qualitative interviews and observations in three international organizations, as well as quantitative data from three separate surveys in different Danish owned international organizations. The research was conducted by Professor Jakob Lauring, Aarhus University, and Assistant Professor Anders Klitmøller, University of Southern Denmark.

Lauring, J. & Klitmøller, A. (2014). *Global Leadership Competencies for the Future. Virtual Collaboration.* Global Leadership Academy – Danish Confederation of Industry and Copenhagen Business School.

SELECTED NEWS STORIES FROM THE ACADEMY'S WEBSITE AND NEWSLETTER

- *Danish-style leadership in global work – effective or not?* GLA Insights July 26, 2015, Andrea Straub-Bauer

- *Communicate your way to success.* GLA Insights June 30, 2015, Helene Sønnichsen and Cirkeline Buron

- *Leadership across borders takes extra effort.* GLA Insights October 1, 2013, Andrea Straub-Bauer

- *How to build resilience in your team.* GLA Insights May 13, 2014, Jill Flint-Taylor

- *Creating a "common culture" in FLSmidth.* GLA Insights April 16, 2015, Andrea Straub-Bauer

- *Can global leaders be developed?* GLA Insights June 2, 2015, Andrea Straub-Bauer

- *Language skills are more important than you think.* GLA Insights March 12, 2015, anonymous

- *When headquarter staff contributes to conflict.* GLA Insights February 23, 2015, Andrea Straub-Bauer

- *Mind the blind spot in your leadership style.* GLA Insights February 3, 2014, Andrea Straub-Bauer

- *Middle managers: Under-glorified and stuck in the middle.* GLA Insights October 13, 2014, Andrea Straub-Bauer.

- *When a thousand kilometers separate manager and employee.* April 14, 2014, Andrea Straub-Bauer

- *Virtual leadership skills.* GLA Insights January 12, 2014, Andrea Straub-Bauer

- *Cultural Agility – the skills needed to navigate successfully in multi-cultural contexts.* GLA Insights September 2, 2014, Andrea Straub-Bauer

- *Leadership in a global context is first and foremost hard work.* GLA Insights September 1, 2014, Andrea Straub-Bauer

- *Pay attention to the non-verbal signals.* GLA Insights June 16, 2014, Andrea Straub-Bauer

- *In need of a more modern culture paradigm.* GLA Insights June 16, 2014, Elisabeth Plum

- *Building resilience – individual, team and organisational perspectives.* GLA Insights May 13, 2014, Jill Flint-Taylor & Alex Davda

- *The effective global leader is a team.* GLA Insights August 28, 2012, Bente Toftkær

- *Actively managing differences.* GLA Insights April 4, 2013, Elisabeth Plum

- *Global mindset – not so easy come, but easily gone.* GLA Insights, Andrea-Straub-Bauer

- *"Multiculturals" – a valuable resource in global organizations.* Andrea Straub-Bauer

- *Can global managers become too global?* GLA Insights February 25, 2013, Marianne Storgaard

- *False mantra: Leadership is the same everywhere.* GLA Insights January 1, 2013, Andrea Straub-Bauer

- *Global Leadership Competencies – an overview.* GLA Insights January 30, 2013, Andrea Straub-Bauer

- *Leading globally – are Danish managers well prepared?* GLA Insights December 6, 2012, Andrea Straub-Bauer

- *The value of values when practicing global leadership.* GLA Insights December 6, 2012, Bente Toftkær

- *Paradox: Reflections on Mastering Organizational Tensions.* GLA Insights October 2012, by Claudy Jules

- *Why does a Manager need to become a Leader?* GLA Insights January 23, 2012, Claus Valentiner

- *Is global leadership not just general leadership in a different context?* GLA Insights October 24, 2011, Claus Valentiner

- *The global workforce: Challenge or asset?* October 27, 2011, Susanne Gargiulo for CNN

- *The need for a global mindset.* GLA Insights October 24, 2011, Bente Toftkær

- *Fitting in, without giving in.* GLA Insights February 3, 2014, Andrea Straub-Bauer & Rikke Kristine Nielsen

- *Three new global leadership types and four tips for global executives.* GLA website 7 October 2016, Liv Thøger and Danielle B. Lyndgaard

- *Cultural Agility – the skills needed to navigate successfully in multi-cultural contexts.* GLA website September 2, 2014, Andrea Straub-Bauer

- *Discovering the blue ocean of global mindset,* GLA Insights March 3, 2011, Rikke Kristine Nielsen

- *Mindset and leadership – group mindset in Solar A/S.* GLA Insights March 6, 2012, Rikke Kristine Nielsen

- *The Global Manager's Boundary Spanning Role(s).* GLA Insights. November 28, 2011, Rikke Kristine Nielsen

- *Nyt værktøj til at styrke global ledelse [New tool to strengthen global leadership].* GLA website 7 October 2016, Liv Thøger and Danielle B. Lyndgaard

- *Handel globalt og lokalt [Trading globally and locally].* Jyllands-Posten, 22 October 2014, Rikke Kristine Nielsen

- *Læg kamæleonen på hylden [Leave the chameleon on the shelf].* Jyllands-Posten, 31 July 2013, Rikke Kristine Nielsen

- *Globaliseringen er overdrevet [Globalization is exaggerated].* Jyllands-Posten 8 August 2012, Rikke Kristine Nielsen

- *Global mindset – succeskriterium ude og hjemme [Global mindset – success criterion at home and away],* Jyllands-Posten 3 November 2010, Rikke Kristine Nielsen

- *Globale ledelsesdilemmaer: Fra korruption til kultursammenstød [Global leadership dilemmas: from corruption to cultural collisions].* GLA website 28 June 2017, Liv Thøger and Bente Toftkær

- *Preview of the Global Leadership Summit 2017: Four good tips for global leaders.* GLA website 24 May 2017, Liv Thøger and Bente Toftkær

- *Danske ledere mangler global træning [Danish managers lack global training].* DI Business 8 October 2016, Felix Bekkersgaard Stark

- *Hvor global en leder tror du selv, at du er? [How global a leader do you think you are?]* Jyllands-Posten/Finans.dk 25 July 2017, Rikke Kristine Nielsen

- *Fra Skive til Shanghai – danske ledere famler på udebane [From Skive to Shanghai – Danish managers struggle away from home],* Jyllands-Posten 9 October 2016, Sille Wulff Mortensen

- *Danske ledere mangler globale evner [Danish managers lack global skills].* Jyllands-Posten 7 October 2016, Rikke Kristine Nielsen

- *Globale ledere har ingen uddannelse [Global leaders have no training].* Jyllands-Posten 12 January 2016, Rikke Kristine Nielsen

- *Danske ledere er for "self-made" i globalt perspektiv [Danish managers are too "self-made" in a global context].* GLA website 25 August 2016, Liv Thøger and Danielle Bjerre Lyndgaard

"The Global Leadership Academy turns experience of global leadership from working practice into research, and turns research on global leadership into practice. This has produced a completely unique and usable hybrid – a research-based handbook for practitioners – in which six years of development work have been boiled down into 12 practical tools for the global leader. The book manages to bring the complexity of global leadership down to earth and provide practical, usable solutions. By asking the right questions, it also gives the right answers. The book is the chart and compass with which the global leader can sail out into the management ocean. In an exemplary way, the book makes the complex simple, brings the global dimension close and makes the possible operational."

HENRIK HOLT LARSEN

Professor Emeritus, dr.merc in Human Resources Management

Department of Organization

Copenhagen Business School