

Effectively Managing in Cross-Cultural Business Environments of Multinational Companies

By

Asanda Tengimfene

GIBS Student number: 26106885

A research project submitted to the Gordon Institute of Business Science,
University of Pretoria, in partial fulfilment of the requirement of the degree of Master
of Business Administration.

01 December 2020

ABSTRACT

The demand of cross-border leader effectiveness in the contemporary globalized world is on the rise as business experiences a shortage in effective global leaders. Although global leadership development has become obvious in the recent years, there is still a significant gap in the international human resource competencies available to run Multinational Companies (MNCs). Over time, globalisation has brought about the rise of MNCs, as companies are continually involved in expansion strategies into new markets. These MNCs have the unique quality of being embedded in dynamic, multiple, complex and diverse global environments, which bring about distinct challenges and opportunities and have increased the requirement and criticality of having leaders with competencies that will allow them to successfully lead, globally.

The author conducted twelve semi-structured interviews with expert global leaders in the financial sector, who have substantial experience in managing teams in cross-cultural business environments of MNCs, in more than one country. The global leaders occupied positions of Chief Executive Officers (CEOs), Multinational Client Service (MCS) Leaders, Sales Leader, Executives, Chairperson, Managing Director (MD) and Practice Leader. The leaders provided new insights into essential global leadership competencies, business practices, barriers, challenges and opportunities that are prevalent in complex cross-cultural contexts. From the research findings and the literature reviewed, a Cross-Cultural Leader Development (CCLD) Model was developed. Previous researchers have deemed the domain of Global Leadership Development (GLD) disintegrated and has failed to provide practical recommendations on how organisations can develop cross-cultural competencies. The CCLD Model addressed this gap. The key cross-cultural competencies that emerged from the research findings are that leaders need to possess sound cultural intelligence, value system, social intelligence, business acumen, learning, and unlearning capabilities. The model depicts an interconnected flow, which highlights the link on the types of cross-cultural practices that can be applied in business in order to strengthen the key cross-cultural competencies mainly, cross cultural and interpersonal skills training, an aligned localised business approach, diversity, inclusion and transformation initiatives, strategic partnerships and collaboration, business simulations, coaching and performance management.

KEYWORDS

Multinational company, effective global leadership, cross-cultural leadership competencies, contextual leadership, culture, cultural intelligence, global leadership development, cross-cultural management.

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Asanda Tengimfene

01 December 2020

1 Table of Contents

ABSTRACT	ii
KEYWORDS	iii
DECLARATION.....	iv
LIST OF FIGURES.....	ix
CHAPTER 1: PROBLEM DEFINITION AND PURPOSE.....	1
1.1 Introduction and Description of the Problem.....	1
1.2 Proposed Area of Study and Industry and Business Application	3
1.3 Purpose of Research.....	4
1.4 Research Problem	5
CHAPTER 2: LITERATURE REVIEW.....	6
2.1 An Introduction to International Business and Globalisation.....	6
2.1.1 The Multinational Company	8
2.2 Leadership	9
2.2.1 Global Leadership.....	11
2.2.2 Global Leadership Competencies	14
2.2.3 Contextual Leadership	16
2.3 Culture	18
2.3.1 Cultural Intelligence and Effective Global Leadership	20
2.3.2 The Four-Factor Model of Cultural Intelligence	22
2.4 Conclusion	25
CHAPTER 3: RESEARCH QUESTIONS	27
3.1 Research Questions.....	27
Research Question 1: What are the key cross-cultural leadership competencies that are essential in effective GLD?.....	27
Research Question 2: How can business cultivate cross-cultural leadership competencies in practice?	28
Research Question 3: What are the specific recommendations for the development of global leaders in cross-cultural contexts?	29
CHAPTER 4: RESEARCH METHODOLOGY	30
4.1 Choice of Methodology.....	30
4.1.1 Philosophy	30
4.1.2 Approach to Theory Development.....	30
4.1.3 Methodological Choice.....	30
4.1.4 Purpose of Research Design	31
4.1.5 Research Strategy	31
4.1.6 Time Horizon	31
4.1.7 Techniques and Procedures	32
4.2 Research Methodology and Design	33

4.2.1 Target Population.....	33
4.2.2 Unit of Analysis	33
4.2.3 Sampling Method and Size	33
4.2.4 Data Gathering Process.....	35
4.2.5 Measurement Instrument	37
4.2.6 Analysis Approach	37
4.3 Quality Controls.....	39
4.3.1 Key Journals	39
4.3.2 Credibility	40
4.3.3 Reliability and Validity	40
4.3.4 Conformability and Triangulation	40
CHAPTER 5: RESULTS.....	41
5.1 Introduction	41
5.2 Description of the Sample	41
5.3 Presentation of Results	47
5.4 Results for Research Question 1.....	47
5.4.1 Understanding the Concept of Effective Global Leadership	47
5.4.2 Essential Cross-Cultural Competencies.....	51
5.4.3 Contextual Leadership Strengths.....	56
5.5 Results for Research Question 2.....	61
5.5.1 International Assignments and Projects	62
5.5.2 Project Implementation Process	64
5.5.3 Global Leadership Development and Training	67
5.6 Results for Research Question 3.....	71
5.6.1 Cross-Cultural Management Execution Barriers	72
5.6.2 Cross-Cultural Management Challenges	76
5.6.3 Addressing Cross-Cultural Challenges	79
5.7 Conclusion	82
CHAPTER 6: DISCUSSION OF RESULTS.....	84
6.1 Introduction	84
6.2 Discussions of Results for Research Question 1	84
6.2.1 Understanding the Concept of Effective Global Leadership	85
6.2.2 Essential Cross-Cultural Competencies.....	87
6.2.3 Contextual Leadership Strengths.....	89
6.2.4 Conclusive Findings for Research Question 1	92
6.3 Discussions of Results for Research Question 2.....	94
6.3.1 International Assignments and Projects	94
6.3.2 Project Implementation Process	95

6.3.3 Global Leadership Development and Training	97
6.3.4 Conclusive Findings for Research Question 2	98
6.4 Discussions of Results for Research Question 3.....	99
6.4.1 Cross-Cultural Management Execution Barriers	99
6.4.2 Cross-Cultural Management Challenges	99
6.4.3 Addressing Cross-Cultural Challenges and Conclusive Findings for Research Question 3	100
CHAPTER 7: CONCLUSION AND RECOMMENDATIONS	102
7.1 Introduction	102
7.2 The Cross-Cultural Leader Development Model (CCLD Model).....	102
7.2.1 The Development of the CCLD Model	103
7.2.2 The Explanation of the CCLD Model.....	103
7.3 Recommendations for Managers	103
7.4 Research Limitations.....	108
7.5 Recommendations for Future Research.....	109
7.6 Conclusion	110
REFERENCES.....	112
APPENDICES	127
Appendix 1: Invitation to Participate In Research Study	127
Appendix 2: Consent Form.....	129
Appendix 3: Interview Guide	130
Appendix 4: Key Journals for the Fields of Study	133
Appendix 5: Ethical Clearance letter	134

LIST OF TABLES

TABLE 1: GLOBAL AND LOCAL OPERATION.....	8
TABLE 2: GLOBAL PERSONALITY TRAITS AND COMPETENCIES	15
TABLE 3: INDUSTRY AND POSITION OF CHOSEN SAMPLE.....	34
TABLE 4: MAPPING OF INTERVIEW QUESTIONS USING RESEARCH QUESTIONS.....	36
TABLE 5: SUMMARY OF INTERVIEWEE DETAILS FROM SAMPLE.....	42
TABLE 6: AN UNDERSTANDING OF THE CONCEPT OF EFFECTIVE GLOBAL LEADERSHIP	48
TABLE 7: CROSS-CULTURAL GLOBAL LEADERSHIP COMPETENCIES	51
TABLE 8: CONTEXTUAL LEADERSHIP STRENGTHS.....	57
TABLE 9: A COMPARISON BETWEEN THE TOP FIVE RESULTS FOR INTERVIEW QUESTIONS 2 AND 3	60
TABLE 10: TYPES OF INTERNATIONAL ASSIGNMENTS AND PROJECTS.....	62
TABLE 11: PROJECT IMPLEMENTATION PROCESS	65
TABLE 12: GLOBAL LEADERSHIP DEVELOPMENT AND TRAINING	67
TABLE 13: A COMPARISON BETWEEN THE TOP FIVE RESULTS FOR INTERVIEW QUESTIONS 4 AND 6	71
TABLE 14: CROSS-CULTURAL MANAGEMENT EXECUTION BARRIERS.....	72
TABLE 15: CROSS-CULTURAL MANAGEMENT CHALLENGES	76
TABLE 16: ADDRESSING CROSS-CULTURAL CHALLENGES	79
TABLE 17: A COMPARISON BETWEEN THE TOP FIVE RESULTS FOR INTERVIEW QUESTIONS 7, 8 AND 9.....	82

LIST OF FIGURES

FIGURE 1: A GLOBAL LEADERSHIP DEVELOPMENT FRAMEWORK	15
FIGURE 2: THE FOUR-FACTOR MODEL OF CULTURAL INTELLIGENCE	23
FIGURE 3: SUB-DIMENSIONS OF THE FOUR-FACTOR MODEL	24
FIGURE 4:KEY CROSS-CULTURAL COMPETENCIES	94
FIGURE 5:CROSS-CULTURAL BUSINESS ACTIVITIES	98
FIGURE 6: GLD RECOMMENDATIONS	101
FIGURE 7: THE CROSS-CULTURAL LEADER DEVELOPMENT MODEL (CCLD MODEL)	102

CHAPTER 1: PROBLEM DEFINITION AND PURPOSE

1.1 Introduction and Description of the Problem

Globalization has arrived. The importance of cross-border leadership effectiveness in the contemporary globalized world is crucial in driving successful multinational businesses as individuals, teams, business units and organisations penetrate international markets, cultures, languages, stakeholders and geographic boundaries. With the rise of globalization and changes in global economic reforms, businesses are pressured to develop international influence and reach in order to start operating on an international scale. International business has become attractive as organizations aspire to become the MNCs in order to gain a competitive advantage in a global market. There are immense obstacles and complexities that come with managing the business in other countries. One of the major challenges is the cultural differences that leaders in MNCs face when plying their trade in foreign countries. Having leaders who possess capabilities of understanding, functioning and managing in these complex environments is valuable, rare and is a unique resource that can offer an organisation a competitive edge (UK Essays, 2018).

This shift towards globalisation has inevitably put a spotlight on the leadership of MNCs. The 21st century is an era of agility requiring international business leaders that will survive as those who understand the myriad and particular dynamics inherent in global cultural differences. The leadership qualities, styles and behaviours of managers within MNCs is crucial to the performance of these organizations, in that effectively managing in a MNC is an essential aspect to the long-term success and profitability of the organisation. There is therefore a pressing need to develop leaders who can operate effectively in cross-border contexts and who are able to cope effectively with contrasting economic, political, and cultural practices in order to create contemporary and sustainable organisations (Islam, Osman, Othman & Raihan, 2019).

A major concern in the future growth of international companies is the current challenge that business faces, which is a shortage of effective global leadership talent (Maclachlann, 2017). Companies that fail to develop a strong pipeline of leaders are placed at a competitive disadvantage (Salicru, Wassenaar, Suerz and Spittle, 2016). According to

Osland, Nielsen and Mendenhall (2020), recent business surveys conclude that most transnational organisations do not have enough global leaders to execute their global strategies and have poor internal leadership development processes. One-third of global CEOs reported to have ceased their global strategic initiatives due to the scarcity of able and agile leaders. In a self-rating survey of their effectiveness on 12 managerial tasks, 13 000 leaders from 48 countries in 32 industries rated integrating oneself into foreign environments, intercultural communication and leading across countries and cultures as the bottom three capabilities. These only three tasks had a multinational and cross-cultural theme. In a similar survey conducted by the Economist Intelligent Unit, 90 percent of global leaders expressed that cross-cultural management was challenge when leading teams in foreign countries (Caligiuri & Dragoni, 2018).

A report by Price Waterhouse Coopers concluded that 75 percent of hiring managers experience difficulty, recruiting candidates with adequate leadership skills. A Deloitte study found that 87 percent of companies fall short in developing leaders with global competencies (“With a worldwide shortage”, 2018). These statistics are indicative of a significant gap in international human resource competency development. The statistics have highlighted an important strategic need in business today, to answer to the call to action, and assist global leaders with the pressing challenges they face with cross-cultural management.

The role of global leaders is to master cross-cultural relationships with diverse and disparate stakeholders and create winning organisational strategies by creating and integrating global perspectives, even within foreign and often-times unfamiliar economic, social and political contexts. Effective global leaders need to drive organisational performance and growth by leading people across distance, cultures, time zones, technology and by navigating complex organizational structures such as those of the MNC (Solomon & Steyn, 2017). This research sought to explore and understand specific competencies required to succeed in these complex international environments of business in order to develop recommendations on how business can develop internal global leadership development strategies.

Leadership development is central to the performance and growth of an organisation because organisational success depends on the effectiveness of its leadership. It is important to equip leaders with a skills set that will enable them to adopt and display

leadership competencies that will aid in understanding and effectively responding to the cross-cultural beliefs, values, attitudes, and behaviours of individuals and groups in MNCs in order to lead effectively and enhance organisational performance (Buckley & Ghauri, 2004). This research will contribute towards providing recommendations to leaders who operate in these complex environments as well as aspiring leaders on how to carefully manage challenges and use opportunities prevalent to the complex global environments. These recommendations will have a significant contribution towards building high performing teams who possess the required and necessary nuanced skills. This will be achieved by grooming, educating and producing effective global leaders.

To date, research into the field of cultural studies has primarily focused on the organisation as the unit of analysis and a “blanket” approach as opposed to an in-depth approach has been applied (Beugelsdijk, Kostova, Kunst, Spadafora & van Essen, 2018; Van Dyne, Ang, & Koh, 2008). This study has identified this gap and specifically focuses on individuals and explores their experiences. The study explores leader qualities, challenges, abilities, capabilities and opportunities in the context of a multinational environment of business. Through the interviews and analysis thereof, the study hopes to gain insights and provide specific recommendations for an improved approach in cross-cultural management competency development, while expanding into new knowledge and therefore new branches of literature.

1.2 Proposed Area of Study and Industry and Business Application

The primary fields of study of the research paper are international business and leadership. In the quest of understanding the cultural dimensions, models and theories, the author will tap into the field of study of culture. It is imperative for the author to explore existing theories and obtain insight into the topic in order to build on the existing theories and contribute towards enriching and extending into new branches of literature. The deep level of insight will form the basis of creating new strategies to aid in the effective management and performance of global companies. The study will be of value to current and aspiring individuals who want to lead global organisations in the future. According to Black and Morrison (2020), managers who manage either foreign or local teams are faced with a surge of globalisation that they cannot ignore, whether they are sent on international assignments, head up global projects, are involved in international exchange programs, are managing cross-cultural challenges or are exploring expansion opportunities into

global markets. This research is of value to help leaders to master the key capabilities of global leadership across different levels of managerial functions and for top executives who wish to groom their talent pipeline to be effective global leaders.

The research is not industry specific; therefore, the application of the specific recommendations can be adopted across the various industries that MNCs operate in. Research has indicated that the notion of culture and leadership is an interdisciplinary topic combining organisational culture, sociology, psychology, communication, leadership and management. Some principles emanating from the study can be adopted and applied across all business disciplines, primarily in attempts to make businesses operate more effectively (Herd & Lowe, 2020).

1.3 Purpose of Research

This research aims to contribute to the development and grooming of global leaders who can address the challenges brought about by cultural dissimilarities as well as the complex problems presented by internationalization to ensure a prosperous future of MNCs. The study also aims to expand the theoretical advancement of GLD by making a significant contribution to what, Salicru et al. (2016), deem as a limited body of knowledge on the topic. Jyoti and Kour's (2017) research has suggested the exploration of the concept of leadership effectiveness and the phenomenon of Cultural Intelligence (CQ), which Van Dyne, Ang and Tan (2016) defined as the ability to exercise effective functionality in cross-cultural environments of doing business. This exploration should be done with the aim of providing a significant contribution to what the authors view as an under developed topic of study.

The rise in globalisation and complexities described above calls for a development shift in the calibre of leaders that need to be bred. Different scholars have observed the need to cultivate leaders that, according to Northouse (2018), are proficient in both cross-cultural cognisance and application as well as groom leaders that can integrate their own cultures with those of others and manage cultural variability in values, cognition, and behavioural patterns (Lisak, Erez, Sui & Lee, 2016).

1.4 Research Problem

This research embarks on interviewing 12 highly effective leaders that manage teams in cross-cultural environments both in South Africa and abroad in hopes of achieving the following three objectives from the in-depth interviews:

- To provide insights into effective cross-cultural leadership competencies.
- To investigate how global leaders can exercise cross-cultural competencies in practice.
- To provide specific recommendations for the development of global leaders in cross-cultural contexts.

This study will equip managers with effective tools that will ensure improved leadership and enable global organisations to hone current and future excellent leaders on the ground, who will embrace diversity and generate solutions that will help in managing the challenges presented by complex multi-cultured environments.

The study explores effective global leadership through in-depth interviews with the highly rated managers who have managed in cross-cultural contexts. Before the author embarks on the interviews, a deeper understanding of the theory's dimensions, through a review of literature in the constructs of international business, leadership and culture follow in Chapter 2.

CHAPTER 2: LITERATURE REVIEW

An extensive review of literature allowed for a better understanding of the constructs of this research. The literature review focused on the areas of international business, leadership and culture as set out below.

2.1 An Introduction to International Business and Globalisation

With the rapid and recent internationalisation, the concept of globalisation became a buzzword in a multitude of areas such as social sciences, business, and media and in politics. Discussions amongst researchers began, in an effort of arriving at a commonly accepted definition of the term, international. The terms international, global and multinational have been used interchangeably and have been described as the operation of firms beyond nationwide boundaries around the world while maintaining domestic distinction (Adler & Bartholomew, 1992). Rodrik (1997) defined globalisation as an interaction of international markets for services, products and capital. Rosen, Rosen, Digh, Phillips and Singer (2000) went on to pronounce, "The world is at as soon as without borderlines, multicultural and a growing hybrid of cultures".

Research by Moran, Harris and Stripp (1993) concluded that organisations penetrated the international markets using four methods: (a) A global method, which involved an expansion into foreign countries using various private foreign market entry strategies. (b) An international method, based on preparation theory, which involved an assessment of markets to penetrate, avoid or exit. (c) A local method, which focused on markets that were around the local geography, that were within the direct area of influence. (d) A worldwide method, which encompassed an integrated approach in handling business challenges and opportunities on an international basis.

The historic perspective of globalisation is categorised into "3 elegant stages": The main stage between 1492 and 1899, which has been characterised by an increase in the attempt to control various countries through colonialization. The mid-stage, which was formed when there were improvements in innovation, technology and infrastructure, giving rise to online trade and international companies. This stage was between 1800 and 2000. The last stage, which began from 2000, where collaborations and partnerships from individuals

and companies from all corners of the globe popularised, in efforts to create a competitive advantage and maximise on the market share (Friedman, 2006).

The rapid development of globalisation in the last three decades has awakened business to the reality of equipping itself with an exceptional calibre of universal leaders to ensure that the strategic business imperatives are realised. Globalisation has bred a variety of uncertain, volatile and interdependent forces, which require universal leaders to be able to manoeuvre around and effectively manage in business environments that are diverse in language, nationality and culture (Sageder & Feldbauer-Durstmüller, 2019).

Developments in the academic field of International Business (IB) gained traction in the 1980s and 1990s with the beginning of globalisation and the growth of the MNCs (Paul & Rosado-Serrano, 2019). A discovery was made in the mid-1970s, where a group of researchers at Uppsala University discovered that firms initially penetrated foreign markets with agents, which were replaced by their own organisation's branch or office as the firm's revenue grew. The outcomes of the research conducted by the group of researcher was that local firms expanded into international markets that were in close proximity, in terms of distance, to the domestic markets (Johanson & Vahlne, 1977). These firms were known to follow the Uppsala model of gradual internationalisation, also known as the internationalisation process, which means that they were involved in a cumulative internationalisation process. This process filtered through to how these firms adopted a gradual approach in identifying and maximising on opportunities (Paul & Gupta, 2014). Research by Rennie (1993) highlighted the concept that some firms were created to do international business rather than gradual internationalisation, and these firms were referred to as "born-global firms". The concept of born-global firms gave rise to empirical and conceptual studies, which have contributed to the body of knowledge of born-global literature (Knight, Madsen & Servais, 2004; Madsen, 2013; Paul & Gupta, 2014; Cavusgil & Knight, 2015; Knight & Liesch, 2016; Falahat, Knight & Alon, 2018). Knight et al., (2004) define the born-global firm as a firm that takes an average of three years to internationalise and 25 percent of its total sales is generated from countries located outside of company headquarters.

Over the years internationalisation has become part of expansion strategies of many companies who have devised plans to enter the global markets through acquisitions, partnerships and collaborations, exporting and joint venture initiatives (Theodosiou &

Katsikeas, 2001; Leonidou, Katsikeas & Hadjimarcou et al., 2002; Cavusgil & Knight, 2015). Zhou and Wu (2014) highlighted that the birth of MNCs emanated from certain firms that have entered foreign markets with the objective of utilising the primary resources. Some organisations were believed to have either entered international markets to follow their clients, to diversify, to reach a broader market or to gain access to global knowledge and skills in order to strengthen their position amongst competitors.

2.1.1 The Multinational Company

MNCs are viewed as a distinct organizational form that operate in different countries, but are managed in one home country and are distinguished by a myriad of challenges and opportunities they face because of distance (Nachum & Zaheer, 2005). Kogut and Singh (1988) define distance as the accumulation of factors that hinder the transfer of information from and to the market. Sageder and Feldbauer-Durstmüller (2019) described MNCs as enterprises that are distributed across different geographies, where the headquarters and subsidiaries of the enterprise are located in different countries. Each company operates within the specific context of the country that it is situated in and is guided by the legislation and regulatory framework in how it interacts with various stakeholders such as suppliers, buyers, clients and employees. Companies that establish an international presence combine a variety of strategies and mechanisms in order to manage their foreign subsidiaries and these include standardised procedures, technologies and systems, and training (Harzing & Sorge, 2003).

MNCs have always been faced with the dilemma of having to decide whether to adopt a global approach or whether to serve the individual local customer. Both localisation and globalisation have different characteristics, which are depicted in Table 1, and managers face the challenge developing strategies that incorporate both approaches. Cultural difference is at the heart of determining the extend of balancing globalisation and localisation (Buckley & Ghauri, 2004). The term “glocal?” in Table 1 below emphasises the challenge that MNCs face in trying to reconcile global and local strategies without compromising the ownership strategy and location strategy.

Table 1: Global and Local Operation

Global	Local
Cost	Revenue
Efficiency	Responsiveness
Centralisation	Decentralisation
Standardisation	Adaptation
GLOCAL?	

Source: Buckley and Ghauri (2004).

Adler (1983a) identified two major factors that distinguish local companies from MNCs and these factors are multiculturalism and geographic dispersion. Multiculturalism the interaction of two or more individuals within an organisation, who are from different cultural backgrounds. Geographic dispersion is the spread of the various subsidiaries of a parent organisation across different countries. More focus has been on geographic dispersion rather than multiculturalism in international business studies (Adler, 1983a). With an increase in multi-cultural environments of business with rise of the MNC as well as a shortage in global leaders who are equipped to manage teams in these diverse business settings, a pertinent question remains in cross-cultural management studies: What must managers do in order to exercise effective, efficient management in these environments and produce positive results? By virtue of co-ordinating business in different countries, MNCs are characterised by high complexity and leaders within MNCs are faced with the challenge of having to overcome cultural distance and adapt to environment of business of the host country (Merchant and Van der Stede, 2017).

Recent literature reviewed in this research has also revealed that studies in global leadership development have produces numerous disintegrated results and have suggested what skills global leaders need to possess, but have failed to practical recommendations on how these competencies can be developed in business. This study therefore seeks to fill this gap in expanding the branch of multiculturalism research in management studies by proving a more integrated approach to global leadership development. The important constructs of leadership and culture are crucial aspects of the topic and a review follows in the sections below.

2.2 Leadership

Leadership has proven to be a difficult construct to define and different scholars have spent time attempting to define a focal construct of the study and according to Antonakis (2018,

p.5) “leadership is often easy to identify in practice, but it is difficult to define precisely. Given the complex nature of leadership, a specific and widely accepted definition of leadership does not exist and might never be found”. According to Reiche, Bird, Mendenhall and Osland (2017), various scholars agree that the overarching definition of leadership entails that one person exerts influence over another in guiding, structuring and facilitating task completion and relationships in a collective. This definition includes different internal components such as followers and peers, but also a variety of external components such as regulators, government agencies and various business stakeholders. Another important aspect of the meta-level construct of leadership is that it involves influence that expands to external partners or the development inter-organizational alliances (Balkundi & Kilduff, 2006).

Scholars, in the study of traditional leadership literature, have used managerial roles to conduct research. These studies have allowed for the distinction of leadership from management, which differ behaviourally even though there is overlap (Yukl, 2006). An example of a distinction between leadership and management is that leaders are change agents, while managers focus on stability and the running of the business (Zaleznik, 1977). Leadership and management are complementary but not interchangeable functions, which means that, managers have the legitimate authority to lead, but not necessarily possess the visions and skills of a leader. In contrast, some leaders do not necessarily need the legitimate authority to act as change agents (Kotter, 2001).

In the 1950's, international business emerged as a separate field of study, which resulted in new branches of literature that studied cross-cultural leadership differences and how leaders operated in contexts of different cultures. However, studies in this branch of literature were on a smaller scale. The focus of international studies was on a macro-level such as an organisations interaction with the external environmental factors (Mendenhall et al., 2017). Although global leadership is an extension of leadership, the exact same theories of leadership were used to help understand the concept of global leadership. This concept of global leadership expands to dimensions of multi-cultural, multi-lingual and multi-national environments of business, which will be explored in the literature review section below (Subrahmanyam, 2019).

Leadership literature has examined the essential qualities, abilities and skills set that individuals who take on a global leadership role need to embody (Subrahmanyam, 2019).

Various authors embarked on exploring different dimensions of global leadership with Caligiuri (2006) investigating the range of leadership assignments. Other researchers sought to define a set of competencies and skills (Beechler & Javidan, 2007; Jokinen, 2005; Morley et al., 2010). Spreitzer, Mccall, and Mahoney (1997) devised assessment tools while development of global leaders in the form of training was recommended (Pless, Maak, & Stahl, 2011; Suutari, 2002). Other researchers developed literature around leadership where they developed distinctions between global leadership and global management (Bartlett & Ghoshal, 1992; Jokinen, 2005) as well as differentiating between global leadership and domestic leadership (Osland, Bird, & Oddou, 2012).

2.2.1 Global Leadership

The rise in organisational expansion strategies that were geared towards competing in international markets have led to a focus in the development of global leaders (Morley et al., 2010). Islam et al. (2019) have described global leadership as a complex extension of leadership. Mendenhall et al. (2012) have suggested that there has not been a concise definition of the term “global leadership” and literature has attached different meanings to define the concept. According to Caligiuri and Dragoni (2018), it is imperative to answer to the call of global leadership development with speed and most importantly to consider the aspect of effectiveness and an understanding of the activities that global leaders are involved before employing development strategies. Various literature has outlined certain aspects of global leadership such as leadership roles, qualities and diversity in efforts to define the concept (Javidan, Dorfman, De Luque, & House, 2006; Kets de Vries, Park, Jeong, Jang, Yoon & Lim, 2018; Vriegnaud, & Florent-Treacy, 2004). According to Dekker (2012), global leadership involves influencing the style of thinking, attitudes, and behaviours of people with different cultural backgrounds from around the world. Osland, Li and Wand (2014) explained global leadership as mobilising individuals from diverse cultures towards a common organisational objective and vision using tools and techniques that promote a positive change, individual and organisational growth while manoeuvring environments of business that are characterised by complexity. Mendenhall et al. (2012) define global leaders as individuals who occupy senior roles that require the integration of global leadership activities in order to sustain a competitive advantage within international environments of business.

This research has adopted a combination of the definition used by Islam et al. (2019), Mendenhall et al. (2012) and Holt and Seki (2012). The authors have defined global leaders as high-level professionals such as executives, vice presidents, directors, and senior managers who have made a positive contribution to organisational success and change through the ingenious use of organisational structures and processes by involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authorities, and multiple cultures under conditions of temporal, geographical, and cultural complexity. These global leaders have managed people in a context of cross-cultural and complex environments of business in order to attain results in the world. Based on this definition, global leaders are individuals and global leadership is a process. This definition is relevant to the study as it has put emphasis on the aspect of situational complexity of multi-cultures and diverse contexts of global leadership which is prevalent to the study as the study embarks to study leadership in organizations that span national boundaries.

Chongcharoen, Khan and Jankaweekun (2019) identified ten common, yet unique activities that effective global leader were involved in:

- (1) Working with colleagues from other countries
- (2) Interacting with external clients from other countries
- (3) Interacting with internal clients from other countries
- (4) Speaking a different language to their mother-tongue at work
- (5) Supervising employees with different nationalities
- (6) Developing a strategic business plan on a worldwide basis for their business unit
- (7) Managing a budget on a worldwide basis for their business unit
- (8) Negotiating in other countries or with people from other countries
- (9) Managing foreign suppliers or vendors
- (10) Risk management on a worldwide basis for their business unit

Mendenhall et al. (2012) outlined three key qualities that individuals have to possess in order to be effective global leaders: (a) Complexity, which entails that leaders need the ability to manage in complicated environments that are diverse, interlinked and which are susceptible to uncertainty and change. (b) Flow, which relates to the nature of the components of globalisation that have an impact in interactions of various elements that are crucial in global leaders. (c) Presence, which refers to the visibility of the global leader in the countries where the MNC operates.

Cohen (2010) identified the top five constructs of effective global leadership as:

- (1) A global mind-set
- (2) Appreciating cultural diversity
- (3) Being technologically savvy
- (4) Building networks
- (5) Sharing leadership

An important aspect of Cohen's (2010) study was the high regard of a global mind set, which was defined as balancing the three contracts between globalisation and localisation: (1) Global formalization vs. local flexibility which entails the familiarising of a global brand to the local environment without diluting the global brand image. (2) Global standardization vs. local customization, which allows for flexibility in order to cater to local level requirements such as regulation, without changing the global company way of doing things. (3) Global dictate vs. local delegation where local execution is delegated according to existing local customs while maintaining the defined corporate values.

Osland, Bird and Oddou (2012) outlined that there was a significant difference between local and global leadership. This difference lies in the leadership competencies that are essential in managing in international environments versus domestic environments. The authors elaborated on the importance of appointing leaders who are multi-cultural, multi-lingual and multi-national, who can adapt to complex contexts and successfully drive the strategic agenda of the organisation.

International business and the interaction of individuals across different cultures can be predicted by cross-cultural competencies. According to Ferraro (2017), the success or failure of MNCs depends on how effectively its employees can exercise their skills in a new environment and social setting. It cannot be assumed that the success rate of an individual in a familiar environment will be the same in a foreign environment. The ability of employees to thrive in an organization depends on both the job-related expertise that they possess as well as the individual's ability to adapt and respond well to a new cultural environment. The most frequent factor associated with the failures of multinational businesses is the inability to understand and adapt to how the locals act and think rather than a lack of technical and professional skills, hence the need to develop specific recommendations to managers on how business can combat this challenge.

2.2.2 Global Leadership Competencies

McBeath (1990) and Baruch (2002) have described competencies as certain personal qualities, behaviours, abilities, values and knowledge. Previous studies have developed frameworks with a combination of these dimensions of competencies, while other studies have simply developed frameworks that have replaced a certain trait with a new one. This has resulted in arguments in the identification of relevant competencies as they differ relative to the task and organisation. In this research global leadership competencies are referred to as universal traits that allow individuals to execute their work duties in environments of business that are different to their own national and organisational culture. These universal qualities are independent of the individual's ethnic background, the functional area of their job description or what organisation they come from (Park et al., 2018).

Previous research has extensively focused on identifying global leadership competencies merely listing them and some studies have developed conceptual frameworks for effective global leadership (Cumberland, Herd, Alagaraja & Kerrick, 2016; Goldsmith, Greenberg, Robertson & Hu-Chan, 2003; Jokinen, 2005; Kets de Vries et al., 2004; Kim & McLean, 2015; Mobley & Dorfman, 2003). In his framework, Jokinen (2005) identified three main categories of global competencies, mainly: (a) core competencies such as self-awareness and inquisitiveness, which form the basic characteristics, (b) desired mental characteristics such as empathy and cognitive skills that inform a leader's behaviour and (c) desired behavioural competencies such as explicit networking abilities that link to performance.

Figure 1 is a presentation of a global leadership development framework, which outlines three competency domain components, common assessment tools and four recommended developmental training methods that address the competency components (Cumberland et al., 2016). This framework is limited in the variety of proposed recommendations as it only proposes training methods.

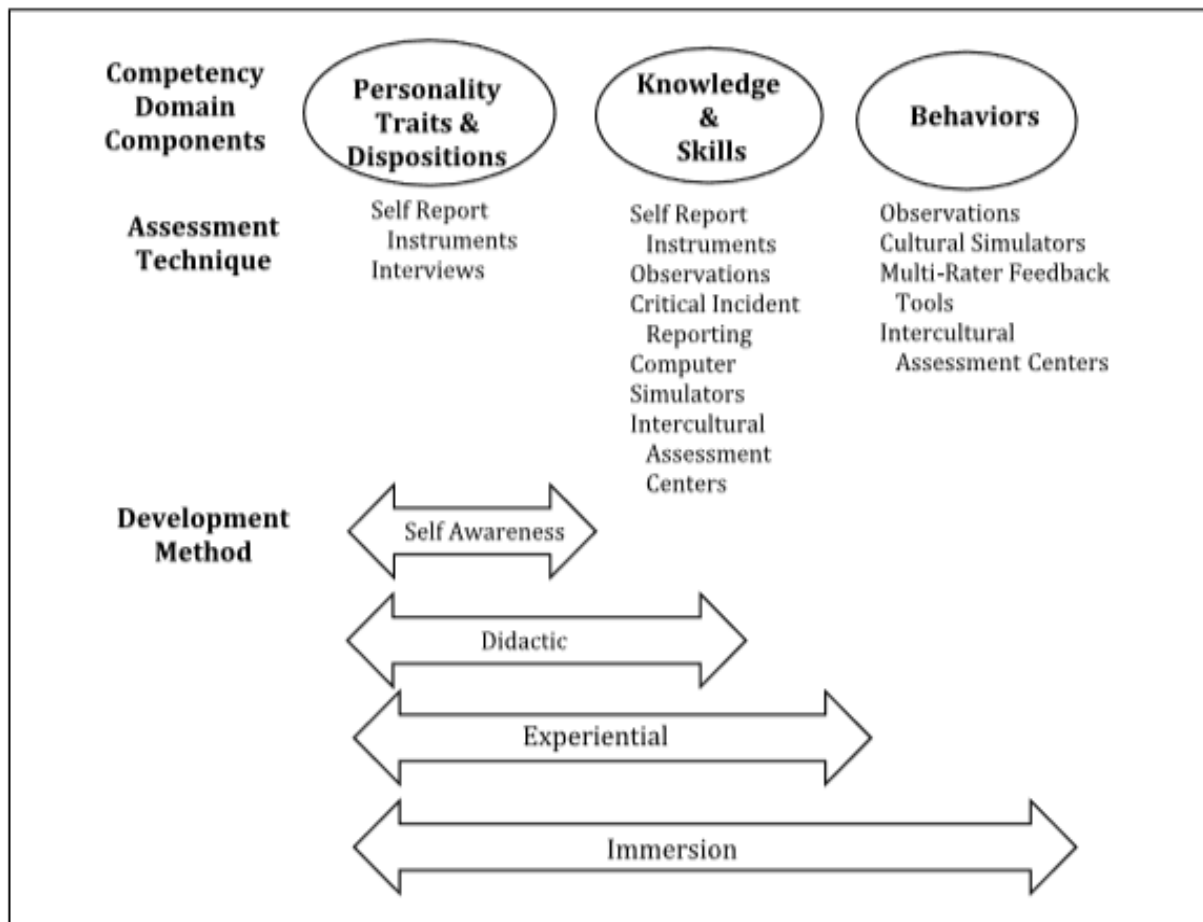


Figure 1: A Global Leadership Development Framework

Source: Cumberland, Herd and Kerrick (2016)

Table 2 is a summary of common personality traits that were identified in global leaders (Cumberland et al., 2016).

Table 2: Global Personality Traits and Competencies

A Summary of Global Leadership Competencies
Adaptability; flexibility (Ananthram and Chan, 2013; Rosenbusch, 2013)
Agreeableness (Bird et al., 2010; Mol et al., 2005)
Conscientiousness (Bird et al., 2010; Mol et al., 2005)
Cultural sensitivity (Ananthram and Chan, 2013; Bird et al., 2010; Jokinen, 2005)
Emotional intelligence (EQ; Bird et al., 2010; Osland et al., 2006)
Extroversion; sociability (Bird et al., 2010; Caligiuri and Tarique, 2012; Jokinen, 2005; Mol et al., 2005; Osland et al., 2006)
Inquisitiveness; curiosity (Bird et al., 2010; Jokinen, 2005; Osland et al., 2006)

Open-mindedness; non-judgmental ness; low ethnocentric attitudes (Ananthram and Chan, 2013; Bird et al., 2010; Jokinen, 2005; Mol et al., 2005; Osland et al., 2006)
Openness to experience (Ananthram and Chan, 2013; Caligiuri and Tarique, 2012; Jokinen, 2005; Terrell and Rosenbusch, 2013)
Optimism (Bird et al., 2010; Jokinen, 2005; Osland et al., 2006)
Resilience (Bird et al., 2010; Osland et al., 2006)
Self-awareness (Bird et al., 2010; Jokinen, 2005; Osland et al., 2006)
Self-efficacy; self-confidence (Bird et al., 2010; Jokinen, 2005)
Stability; stress tolerance; low neuroticism; tolerance for ambiguity (Bird et al., 2010; Caligiuri and Tarique, 2012; Jokinen, 2005; Mol et al., 2005)
Tenacity (Osland et al., 2006)
Values; integrity; character (Bird et al., 2010; Osland et al., 2006)

Source: Cumberland, Herd, Alagaraja and Kerrick, (2016)

A review of literature has uncovered that previous research has focused on global leadership competency models and frameworks, which have been widely criticised on the bases of a broad base of definitions and conceptualisations, irrelevance of certain competency dimensions and a lack of focus on diverse cultures and contexts (Cumberland et al., 2016; Jokinen, 2005; Park et al., 2018).

According to Park et al. (2018), there is a gap and a need in the understanding of global leadership competencies for different global contexts integrating the individual personality characteristics, leadership qualities and behaviours. A review of literature has also revealed that various scholars have failed to reach consensus on how to develop global leaders as there is little research focused on analysing these global leadership competencies and how they can be developed in business (Cumberland et al., 2016; Jokinen, 2005; Lokkesmoe, Kuchinke & Ardichvili, 2016).

This research acknowledges the limitations in previous literature that has found that previous research on global leadership competencies has been dispersed and therefore this research seeks to compile a more integrative and comprehensive theoretical framework for global leadership competencies with a focus on contextual leadership, identifying those competencies that are necessary when working across cultures. This will enable an understanding of the processes that are essential in developing specific recommendations for the development of a potential pipeline of global leaders.

2.2.3 Contextual Leadership

A manager's success in domestic operational environments of business does not guarantee success in an international operational environment (Jokinen, 2005). This gives rise to the pertinent questions of why this is so and what are the competencies required in a global context to ensure leadership success in foreign territories. Organisational barriers, team dynamics, implementation of projects and objectives in the situation have been identified as elements of context that influence leadership success (Silva, 2016).

The different schools of thought in the area of leadership have devised varying approaches to the study. The approaches can be categorised in various ways (Antonakis & Day, 2018). According to Yukl, Mahsud, Hassan and Prussia (2013), there are five key variables that influence the effective performance of leaders: (a) competencies, (b) behaviours, (c) power of influence (d) situational conditions and (e) integrative approaches. These theories have emphasised the importance of a situation that leaders find themselves in influencing the desired outcomes.

The 1960s and 1970s experienced a rise in the interest of how context had an influence on the effectiveness of leadership. Theories that have developed under this stream of leadership were referred to as contingency theories and these theories have become important in studying the context that leaders find themselves in and in identifying the situational variables that exist, that affect and influence the leadership outcomes. Mendenhall et al. (2017) identified some of the most prominent contingency theories: Least Preferred Coworker (LPC) Model, the Path-Goal Theory of Leadership, Situational Leadership Theory, Substituted for Leadership Theory and the Decision-making Model of Leadership. Although these theories are riveting, they were not very effective when they were empirically tested as they proved to be ambiguous (Yukl, 2013).

According to Liden and Antonakis (2009), outlining the physical and social environment in which leadership is observed is imperative. A review of literature has revealed that a few scholars study leadership with a focus on this approach (Day & Antonakis, 2013; Gardner, Lowe, Moss, Mahoney and Coglisser, 2010). This has led to global leadership not being concisely defined and being under-conceptualised and has led to a vague selection criteria for the sample and equating global leadership roles that are qualitatively significantly unique (Reiche et al., 2017). Reiche et al. (2017) continued to highlight that the global context in which leadership increasingly occurs has been insufficiently reflected in the

traditional leadership and international business literature because scholars have done little to broaden the link of global leadership beyond the domestic context.

For the purpose of this study, contextualising leadership will streamline the study to specific behaviours, qualities and activities through which a leader can achieve internal and external influence and at the same time expand the knowledge base in this leadership area. (Mendenhall et al., 2017).

2.3 Culture

This research has been informed by the increasing relevance of international business, which calls for the development and enriching of culture studies as well as developing an improvement on management understanding and knowledge transfers. Arguments from the different schools of thought on cultural perspective often have a prevalent influence on modern management thinking and debate, and provide a foundation in qualitative organization studies (Child, 2002).

According to Rohlfer and Zhang (2016), there is a wide variety of definitions of culture offered in management literature. The concept of culture is a vague and complex area of study, with management researchers borrowing the concept from other areas of study such as anthropology and psychology and redefining it according to their research interests. Roberts, Boyacigiller, Staw and Cummings (1984) highlight that the lack of a single generally accepted definition of culture poses as a challenge in cultural studies, in that it brings about unnecessary disjoints to the field, and hinders the systematic accumulation of knowledge. Kroeber and Kluckhohn's (1952, p. 182) work provides 164 definitions of culture. A frequently cited definition is "culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artefacts" (Kroeber & Kluckhohn, 1952, p.357). The most influential definition of culture, according to Rohlfer and Zhang (2016) is by Hofstede (1980, p. 25), which is "the collective programming of the mind which distinguishes the members of one human group from another [...] the interactive aggregate of common characteristics that influence a human group's response to its environment". This broad definition is common in management studies with special emphasis, not only on organisation and on nation, but also other levels

such as industry, professional and region (Zhang, Dolan & Zhou, 2009). Cultural studies have been a focal study for scholars in management and international business as the study of culture aids managers in approaching business in environments of business that are embedded in cultural differences (Adler, 1983; Trompenaars, 2006). The consideration of cultural practices is an essential aspect in successfully implementing management practices that yield high performing teams and organisations (Holden, 2002; Trompenaars, 2006).

According to Caprar, Devinney, Kirkman and Caligiuri (2015), literature categorises culture in three ways, which are group-level constructions. The first categorisation of culture is at country level. Even though the data collection is through individuals, the end objective is to draw conclusions from a set of shared traits that are reflected in the behaviour of individuals within a specific group such as a comparison of one country grouping to another. Secondly, culture studies focus on an individual-level reflective construct where researchers aggregate individual responses based on similar themes. Lastly, culture is categorised on creating a country-level formative index where the measurement of how valid a construct is, is measured by how predictable it is. Academics have done extensive studies on the concept of culture since the 1960s and research into this field has resulted in the development of frameworks outlining dimensions of the constructs of culture, which include understanding national culture as well as unpacking the fundamental concepts of organizational culture, which represent the first two approaches (Hofstede, 1980; Hofstede, 1998). Other academics have conducted reviews of these frameworks (Kirkman, 2006). Schein (1985) has gone further to study the link between leadership and organisational culture. Research further expands to other facets of international studies and organisational culture such as the study of global teams (Cramton & Hinds, 2014; Kirkman, Gibson, & Shapiro, 2001). The works of Kogut and Singh (1988) on cultural distance is an example of the third categorisation of culture. According to Crowne (2013), there has been increasing research on culture exposure and CQ; however, research on the domain is still on its developmental stage. CQ is linked to the success of developing a global mind-set as well as developing global leaders. Research has been conducted to link exposure to CQ as well as outline the types of exposure, travel experiences and time spent in foreign countries (Crowne, 2008; Kim, Kirkman & Chen, 2008; Shannon and Begley, 2008; Tarique and Takeuchi, 2008). It is noteworthy that cultural exposure has with different definitions and previous research on the study of CQ has neglected to explore the depth of experience and activities undertaken by the unit of analysis. This study

embarks to gain insights from individuals with a wealth of experience in cross-cultural environments in order to build a framework for recommendations on leadership development while building on the literature that is still in its infancy stage.

2.3.1 Cultural Intelligence and Effective Global Leadership

Research on CQ has evolved rapidly along several themes. The study of CQ is uniquely relevant to intercultural contexts, rather than mono-cultural contexts. The research will explore cross-cultural contexts. According to Solomon and Steyn (2017), early research on intelligence focused on the academic setting of the study of the concept, but a rise in the interest of the area of study resulted in the development of other focus areas such as emotional, social and mental ability. Even with the development of other focus areas, Douglas (2018) highlighted the relevance, popularity and need of more branches of study into the topic. The author stated that the wealth of research done on the subject ongoing and business leaders and management consultants make use of these theories to ensure the going concern of their organisations.

Solomon and Steyn (2017) further explained that a comprehensive understanding of CQ was based on the consideration of a cultural context as the foundations on which the concept was conceptualised and expanded from. Detterman and Sternberg (1986) were the originators of CQ framework, which various researchers expanded on (Ang et al., 2011; Eisenberg et al., 2013; Kurpis, 2012; Ng, Van Dyne & Ang, 2009a; Peng, Van Dyne & Oh, 2015; Zhang, 2013).

CQ is defined as an individual's ability to adapt to an environment characterised by a different and diverse cultural context to theirs and has the ability to exercise effective functionality in cross-cultural environments of doing business (Ang & Van Dyne, 2009b; Brislin, Worthley & Macnab, 2006; Van Dyne, Ang & Tan, 2016). This view deals with the individuals past socialisation that informs his perception and behaviour towards a particular cultural environment. (Andresen & Bergdolt, 2017). Caligiuri, Noe, Nolan, Ryan and Drasgow (2011) expanded the definition to include agility in the individual's ability to work in multicultural environments. In their study, Jyoti and Kour (2017) link CQ to performance. An individual possessing high CQ have higher performance levels than individuals with lower CQ. These individuals have the abilities to form connections with people from

different cultural backgrounds. These are the individuals that are likely to participate in international projects within an organisation.

A culturally intelligent person can be defined as a competent and effective in diverse cross-cultural networks as oppose to a single or limited interactions (Ang & Inkpen, 2008; Van Dyne et al., 2016). According to Thomas (2006) extended the definition to not only multi-cultural interactions, but to also involve influencing the cross-cultural network. Van Dyne, Ang and Livermore (2010) discovered that CQ could be used to explain, how some leaders are able to navigate cross-cultural environments by managing their pre-conceived ideas as well as their behaviours, while others fail to do so.

CQ is an essential competency to possess in order to be successful in manoeuvring the global markets, to adapt easily in different cultural contexts and in order to be an innovative, effective global leader (Alon & Higgins, 2005; Elenkov & Manev, 2009; Lee & Sukoco, 2010 Ang, Rockstuhl & Tan, 2015). Individuals with higher levels of CQ possess the ability of agility in exercising their decision-making powers in cross-cultural environments (MacNab, 2012). Awareness of different cultures is also imperative when dealing with customers from different corners of the globe, the ability to adapt quickly allows employees to provide good quality service and leaves a lasting impression on customers, about the organisation (Shapero & Collegium, 2006).

There is a positive correlation between global leaders with high levels of CQ and successful effective leaders. The reason for this is that leaders with high levels of CQ have the ability to turn their global experiences into learning opportunities that contribute to the development of their competencies and leadership effectiveness (Ng et al., 2009a). According to Crowne (2008), global leadership competencies have become vital in managing in multi-cultural environments of business and CQ has become instrumental in the development of successful global leaders. The development of CQ skills should not only be limited to training managers for global assignments or recruiting candidates that have experience managing in multiple global assignments, but should expand to include development within the organisation. Individuals should be sent on international assignments based in a foreign country in order for them to interact with people from a diverse array of cultures (Crowne, 2008). The time spent on international assignments and projects abroad and in multicultural environments networking with individuals from different cultural backgrounds challenges a leader to stretch beyond their familiar ways of

conducting business. The exposure to challenges embedded in these dynamic environments and the ability to develop and drive solutions to combat these challenges enhances the levels of cross-cultural leadership competencies (Caligiuri & Dragoni, 2018). According to Elenkov & Manev (2009), high levels of CQ have a positive impact on the innovation capabilities of global leaders.

2.3.2 The Four-Factor Model of Cultural Intelligence

Cultural intelligence is categorised into four components, Earley and Ang (2003), represented by the CQ model, which presents different views on intelligence and these are grouped into four factors (Ang et al., 2007; Van Dyne et al., 2012). This model, presented in figure 2, theorises CQ as possessing motivational, cognitive and behavioural components and Ang and Van Dyne (2008) developed the fourth component, metacognition. Various researchers have unpacked their interpretation of CQ, Fung and Lo (2017) and Presbitero (2017), however, the conceptualisation that this study uses is based on the developments of research by Earley and Ang (2003) and Ang and Van Dyne (2008).

(a) Motivational CQ

Presbitero (2017) defines motivational CQ as the level of drive that a leader has in ensuring that they adapt to cross-cultural environments. This requires interest and open mindedness that embraces worldviews that are likely to be different from one's own. We are hoping that, through the research we gain awareness of these driving factors that will assist in the development of recommendation for interpersonal development and business success.

(b) Cognitive CQ

Bernardo, and Presbitero (2018) cognitive CQ is discerning the similar and different aspects of culture. This discernment is informed through education, understanding how culture, cultural scripts and systems influence how people think and behave (Gooden, Creque & Chin-Loy, C, 2017). To ensure that insights gained in the research are substantial, the study will interview managers with vast levels of experience in international business and explore how their mental orientation of cultural differences.

(a) Behavioural CQ

Sharma (2019) explains the construct of behavioural CQ as the ability of acting appropriately in multicultural situations. This includes the ability to be flexible by adapting both verbal and non-verbal behaviours and to adapt to different cultural environments. This is with the aim of improving relationships, networks and interactions. It helps with opening the channels of communication and in building rapport. The manager's narratives will give us more insight into how they have navigated global contexts.

(b) Metacognitive CQ

Metacognitive CQ outlines the ability of an individual to acquire knowledge on different cultures. It involves processing information through cross-cultural experience. Acquiring knowledge and processing information requires a level of interaction with people from diverse backgrounds. Metacognitive CQ involves the capacity to persist in challenging intercultural settings and deriving opportunities and benefits from these complex settings (Lorenz, Ramsey & Richey, 2018). As the experiences of the individuals that have managed in multinational companies unfolds, the study will gain insight into the nature of the complexities presented by multi cultured environments by exploring the challenges and opportunities observed through the experience of the managers.

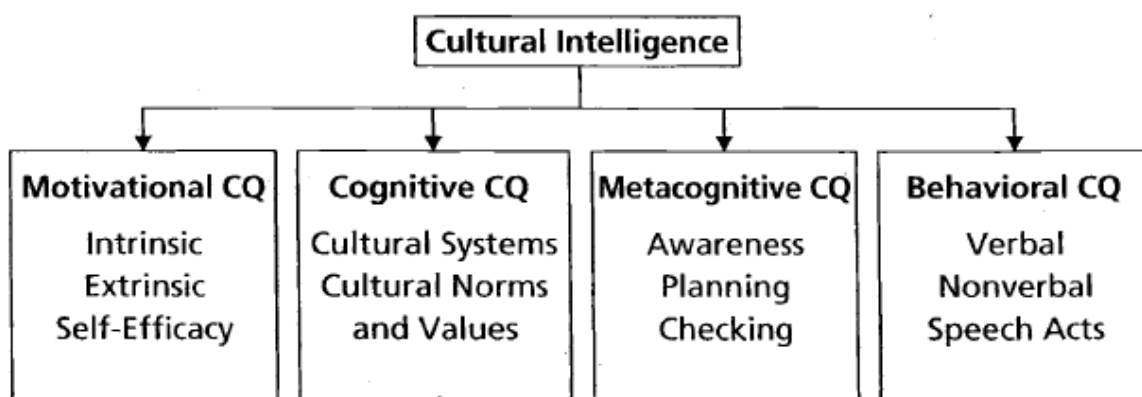


Figure 2: The Four-Factor Model of Cultural Intelligence

Source: Van Dyne, Ang and Livermore (2010)

The Four-Factor Model in Figure 2 above represents interconnected CQ capabilities, which leaders need to possess. In order to be effective, leaders need to possess all four CQ

capabilities. The four factors of CQ represent four steps towards improving the overall CQ of leaders by developing: (a) Drive, (b) Knowledge, (c) Strategy and (d) Action. Feedback is also crucial in assessing improvement areas and in approaching the cycle afresh in efforts to enhance the levels of CQ (Van Dyne et al., 2010). Figure 3 provides a summary of the sub-dimensions of the Four-Factor Model including an example of each. The sub-dimensions under each factor outline the various capabilities that form part of the main factor.

Sub-dimension	Example item
Metacognitive CQ	
Sub-dimensions	
Planning	I develop action plans before interacting with people from a different culture
Awareness	I am aware of how my culture influences my interactions with people from different cultures
Checking	I adjust my understanding of a culture while I interact with people from that culture
Cognitive CQ	
Sub-dimensions	
Culture-General Knowledge	I can describe the different cultural value frameworks that explain behaviors around the world
Context-Specific Knowledge	I can describe the ways that leadership styles differ across cultural settings
Motivational CQ	
Sub-dimensions	
Intrinsic interest	I truly enjoy interacting with people from different cultures
Extrinsic interest	I value the status I would gain from living or working in a different culture
Self-efficacy to adjust	I am confident that I can persist in coping with living conditions in different cultures
Behavioral CQ	
Sub-dimensions	
Verbal behavior	I change my use of pause and silence to suit different cultural situations
Non-verbal behavior	I modify how close or far apart I stand when interacting with people from different cultures
Speech acts	I modify the way I disagree with others to fit the cultural setting

Figure 3: Sub-Dimensions of the Four-Factor Model

Source: Van Dyne et al., (2012)

The CQ literature review has indicated the importance of intercultural issues depicted in the wide variety of the interdisciplinary research. Previous research lacks focus on the individual capabilities required to function effectively in diverse cross-cultural environments of business. CQ is an area of study that that will highly enrich this study that focuses on effective global leadership development in multi-cultural environments within MNCs (Van Dyne et al., 2008).

CQ can be explored using an Individual, a team as well as an organisation as a unit of analysis. Cultural intelligence has presented a shift away from a research focus of diverse cultures, to a research focus on effective functioning under these multi-layered cultures. For the purpose of this study, the conceptualization of CQ at an individual level will be used as the unit on analysis as the study seeks to gain insights from the journey of managers with effective global leadership experience in MNCs. This research addresses a need to link the academic literature with business practices by understanding the experiences of exceptional global leaders, which is not an angle that is sufficiently explores. In gaining insights from the sample, the study seeks to provide specific recommendations to management on how to develop effective CQ competencies, which is a route in research and leadership development that is insufficiently explored (Ng, Van Dyne & Ang, 2012).

2.4 Conclusion

An organisation's ability to remain competitive and sustainable is dependent on an exceptional leadership pipeline (Rabbi, Ahad, Kousar & Ali, 2015). Beamond, Farndale and Härtel (2016) further emphasised that the successful future of the MNC relies on the global leadership qualities possessed by individuals who have the responsibility of running these organisations. According to Wijewantha (2018), global leadership development is not only a talent management priority, but the author outlined it as a critical business necessity in the current crises that business faces, of a shortage of effective global business leaders. Most MNCs have failed to invest in the development of their junior management and to equip them with the necessary skills set that is imperative in effectively managing in a multinational business environment and hence are faced with a leadership succession crisis. Beamond et al. (2016) outlined the process of developing global leaders as entailing the identification of suitable candidates that would fill future leadership roles by creating a development plan that would ensure that they are groomed for future universal leadership roles through the cultivation of key global leadership competencies.

Considering the growing importance of leadership development, and the increasing need of the corporate world to have competent leaders, this study is directed at a major aspect within talent management and leadership development domains, developing future leaders for organizations. Recent management studies of the cross-cultural aspect in global leadership development have concluded that there is a shortage of research-based

knowledge in the area of study. More focus has been placed on virtual teams as opposed to managing cross-cultural dynamics in global teams. A call for research that focus on culture in global work that incorporates a more “behavioural, contextual and dynamic view” has been made (Henderson, Stackman & Lindekilde’s, 2018).

Previous research on the development of global leadership competencies has also focused on descriptive essays that are a reflection of the consulting experiences of authors with a focus on a few countries and a small sample size (Mendenhall et al., 2017). Bird and Mendenhall (2016) also highlight that there is a scarcity in comprehensive literature in the area of global leadership competency development as earlier generations did not need the skills set. In addressing this issue, the research will therefore make a significant contribution in building a more comprehensive body of knowledge. This will be achieved by exploring a sample of leaders, who are not only involved in the criteria of activities that global leaders partake in, but are also exceptional global leaders who occupy top executive and leadership positions in multinational companies. The interviewees have a wealth of experience and have worked in an array of countries around the world in multi-cultural environments of business with a direct involvement in the development of global leaders.

CHAPTER 3: RESEARCH QUESTIONS

In light of the gaps in literature and the recommendations for future research by previous scholars, the following three research questions inform the flow of the study.

3.1 Research Questions

Research Question 1: What are the key cross-cultural leadership competencies that are essential in effective GLD?

Research question one seeks to explore the effective global leadership competencies in the contextualised setting of cross-cultural environments of business within MNCs. It is expected that a common theme will emerge and this research objective seeks to establish a congruency of essential competencies and uncover new insights from the sample who have been successful in their positions as supreme leaders. Identifying these essential competencies is imperative to the process of devising specific recommendations on how managers can develop them.

Research Question 2: How can business cultivate cross-cultural leadership competencies in practice?

Through the exploration of how the sample executes their global activities and through a thorough understanding of the execution process of international projects and assignments as well as training needs, this research question undertakes to determine the practical global leadership competency strategies which business can employ. These strategies are key in ensuring that leaders are equipped with essential tools that are required in navigating the complex multinational environments of business.

Research Question 3: What are the specific recommendations for the development of global leaders in cross-cultural contexts?

Research question 3 aims to develop recommendations to managers in the form of specific recommendations, strategies and mechanisms that can be incorporated in business to groom a pipeline of global leaders with the necessary global leadership competencies that are crucial ensuring the success and sustenance of the MNC. These recommendations will be in light of combating the current crisis faced by business of a shortage of successful global leaders.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Choice of Methodology

4.1.1 Philosophy

The study took on an interpretivism research philosophy approach, where the research embarked on investigating effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies (MNCs). A key aspect that the author was wary of in conducting the research was the element of personal bias. It was imperative to understand and interpret the experiences of the managers from their point of view (Saunders & Lewis, 2012).

4.1.2 Approach to Theory Development

The study used the inductive approach for data analysis, which involved building on the body of knowledge and achieving the following purposes, which Thomas (2003) outlines as the main purposes of the inductive approach to theory development:

- To summarize the variation of large raw data that was collected from the in-depth interviews with the global leaders, resulting in the sensitizing of concepts.
- To revert to the objectives of the study and ensure that there was a link between the objectives and the condensed findings from the raw data. The links needed to be easy to explain and evidenced.
- To formulate specific recommendations from new insights gained from the findings that would aid in the development of global leaders who can effectively manage in complex cross-cultural environments of MNCs.

4.1.3 Methodological Choice

The research took on a mono methodological choice, which is the qualitative approach.

According to Flick (2014), qualitative research is relevant to the study of social relations especially with the rise in the pluralization of life worlds, which is the growth in the uniqueness and diversity of research subject matters. The qualitative research method therefore ensured that local, temporal and situationally limited experiences were explored.

4.1.4 Purpose of Research Design

The exploratory study sought to gain insight into the topic by looking at the lived experiences of the sample. The foundation of the research was based on theoretical knowledge and literature. The study did not seek to prove or disprove a hypothesis but rather explored the experiences of individuals that have managed in a MNC as well as the effective cross-cultural competencies that are essential in managing in such environments (Douglas, 2018).

4.1.5 Research Strategy

The author conducted 12 phenomenology in-depth interviews within the target population group (Saunders and Lewis, 2012). The interviews were conducted with leaders that were experienced senior managers in cross-cultural business environments of multinational companies. The identified sample was relevant in highlighting effective leadership traits, which were a catalyst the finalisation of recommendations for global leadership development.

The research strategy of the study was phenomenology, which according to Creswell, Hanson, Clark Plano and Morales (2007) and Saunders and Lewis (2012) is used when the author seeks to explore a phenomenon through the lived experiences of the sample. It was therefore important to identify individuals who had experienced the same phenomena directly, and in the case of this research, these were senior managers in MNCs. This strategy was carried out in the form of in-depth interviews and where necessary, observations and documentation.

4.1.6 Time Horizon

The research undertook a cross-sectional study design where the data from the in-depth interviews was collected from multiple individuals, being the managers of MNCs, within a short period. The cross sectional study design has advantages such as feasibility due to the short time that is required to conduct the research. A variety of outcomes can be analysed and the ease of identifying themes due to a homogeneous sample variety is an advantage (Levin, 2006).

4.1.7 Techniques and Procedures

The phenomenology research strategy followed the following techniques and process to collect the data as set by Tuffour (2017).

- An identification of the research problem.
- A selection of participants who provided an understanding of the phenomenon to be investigated.
- An exploration of the individual's experiences in the form of in-depth interviews. Information and insights were gathered through a series of semi-structured interviews for a more flexible data collection instrument, which allowed the author the ability to probe interesting and important areas, which arose.
- The questions informing the in-depth interviews explored the global leadership qualities and traits where the participants were required to relay their perceptions of effective cross-cultural leadership competencies in the context of multicultural environments they manage in.
- The data was presented in the form of interview notes, recordings and transcripts.
- A review and reflection of the data from the interviews was conducted to establish meaning. It was important to understand the content and complexity of those meanings rather than measure their frequency.
- Common and new themes that shed light on the phenomenon were highlighted and analysed using interpretive phenomenological analysis. This involved the author engaging in an interpretative relationship with the transcripts where similarities, differences, echoes, amplifications and contradictions were interrogated.
- The organizing of the themes outlining the effective cross-cultural competencies in the complex context was conducted.

- Recommendations/models/strategies that ensure effective global leaders are developed were drawn from the findings.

4.2 Research Methodology and Design

4.2.1 Target Population

The target population for the research paper were leaders in the financial sector, who held a senior management role in cross-cultural business environments within a MNC.

4.2.2 Unit of Analysis

The focus of the research was on the individuals being the unit of analysis. Cultural intelligence is conceptualized as a specific form of intelligence focused on an individual's ability to grasp and reason correctly in situations characterized by cultural diversity (Ang et al., 2007). Therefore, the insights from global leaders who managed in cross cultural environments of MNCs was the unit of analysis

4.2.3 Sampling Method and Size

The sample technique that was used in the research was non-probability purposive sampling. The researcher did not have a complete list of the leaders who managed in MNCs, therefore the author could not randomly select the sample from the population and as a result, purposive sampling was used. The sampling method that was used in selecting the participants was based on which population could best provide information about the topic being investigated. Selected participants were required to meet the criteria of the research study, which inevitably limited eligibility and reduced the number of participants to the most appropriate participants (McQueen& Zimmerman, 2006).

The criteria for sample selection was developed using a homogeneous sampling variety where similar characteristics and attributes in the selected participants were sought in order to ensure that the data that was collected did not have significant variations and that a fair comparison and analysis would be conducted across the sample. This will allowed

for the required level of depth in the research and in the exploration of the leadership characteristics (Saunders & Lewis, 2012).

For conducting the research, 12 managers in the financial sector, who led in cross-cultural environments, were interviewed. The criteria that was used for identifying the interviewees was as follows:

- Must be a senior manager in the financial sector.
- Must have a minimum of five years managerial experience in a multinational company.
- Must have operated outside the HQ environment for a minimum of 5 years and in more than one country.
- Must have been involved in/international assignments, projects, teams and opportunities meaning that the manager should have experience in conducting business operations and tasks at overseas offices or subsidiaries.
- Must have been involved in developing MNC leaders.
- Must hold a position with decision-making powers, which means that the respondents must have the ability to influence decisions that affect the running of the company, this could be through the position they hold, projects they head up or the teams they manage
- Have industry knowledge quantifiable through formal or vocational education or training, or from work experience.
- Have a good managerial record of accomplishments and successes in the progressive changes that they have implemented as managers in past or present roles.

Table 3 below is a summary of the number of respondents that were interviewed, the industry/industries they currently work in and have worked in, as well as the position that they occupy within the organisation they currently work for. Section 5.2 will provide further details of the sample.

Table 3: Industry and Position of Chosen Sample

Respondent Number	Industry Experience	Position

1	Financial Services, Automobile	Executive: Corporate Affairs, Risk and Sustainability
2	Financial Services	Multinational Global leader
3	Telecommunications, Aviation	Group Shareholder and Chairperson
4	Financial Services	Portfolio Executive
5	Financial Services	CEO
6	Financial Services	CEO
7	Financial Services	Multinational Client Services Leader
8	Financial Services	Divisional Executive
9	Financial Services	Sales Leader-Africa Regional Offices
10	Financial Services	CEO
11	Financial Services	Managing Director
12	Financial Services	Executive Head

Qualitative sample sizes are smaller than quantitative sample sizes and the research methods are often concerned with gaining an in-depth understanding and the meaning of a phenomenon or the contrasting and new views. Dworkin (2012) highlighted that reaching a point where the data collection process no longer yields new or relevant data is when the researcher should stop with the interview process. This is the point of saturation, which usually occurs at an average of 15 interviews. This research aimed to interview between 15-18 individuals and saturation was achieved at 11 interviews, while 12 interviews were conducted.

4.2.4 Data Gathering Process

The exploratory research was conducted using the following process for collecting data: A literature review was conducted and the literature that formed the basis of the theoretical research was collected through different sources such as Business Sources, Google Scholar; books, reports, web pages, journals and articles.

The primary collection of data was conducted through semi-structured observations and conversations with the participants, which were recorded anecdotally as field notes with a focus on emerging important aspects of the conversations as well as other relevant documents (Tuffour, 2017).

The main primary method of data collection was in the form of in-depth interviews using the Zoom digital platform, where the participants relayed their experiences. Table 4 is a

compilation of the interview questions, which are mapped from the research questions that are outlined in Chapter 3. The collection of the data was in the form of interview notes, recordings and transcripts (Creswell et al., 2007). The interview questions were structured in such a way as to focus on exceptional leadership in complex cross-cultural environments of MNCs and not generic leadership traits.

Table 4: Mapping of Interview Questions using Research Questions

<p style="text-align: center;">Research questions Chapter 3</p>	<p style="text-align: center;">Interview questions/guide</p>
<p>What are the key cross-cultural leadership competencies that are essential in effective GLD?</p>	<ol style="list-style-type: none"> 1. What is your understanding of the concept of effective global leadership? 2. What qualities and skills specialisation do you have and do you rate are the most important for leaders to have in order to successfully manage a team with cultural differences that is based in a foreign country? 3. Could you please describe a person that you think embodies an exceptional leader in your company (examples of what this person's strengths are)?
<p>How can business cultivate cross-cultural leadership competencies in practice?</p>	<ol style="list-style-type: none"> 4. Describe the types of successful assignments and projects you have been involved in abroad, in your managerial roles within a MNC 5. How have you implemented some of the projects you have been involved in within the organisation? 6. What are some of the recommended formal and informal training that one needs to undertake in order to effectively manage in cross-cultural environments?

<p>What are some specific recommendations that will assist in the development of global leaders in cross-cultural contexts?</p>	<ol style="list-style-type: none"> 7. Are there barriers you have faced that have affected the execution of your management duties? Please explain 8. What challenges have you faced as a leader managing a team overseas in a different cultural context to yours? 9. How do you overcome challenges associated with managing a team from a national and cultural background that is different to yours?
---	--

Prior to conducting the interviews, an invitation, as per appendix 1, to participate in the research was sent to the participants in order for them to confirm their availability and scheduling of the interviews was concluded. A consent form, as per appendix 2, was also sent to the participants requesting permission to record the interview and notifying the participants of the confidentiality of the content of the interview as well as their anonymity and right to withdraw from the interview at any time. The researcher transcribed the recorded interviews through a rigorous process where she analysed the themes that emerged from the interviews.

4.2.5 Measurement Instrument

The data was collected through in-depth interviews using an interview guide as per appendix 3. The interview guide consisted of questions that probed the participants to relay their experiences within the MNCs and the questions were compiled with a particular focus on leadership across different cultures. The interviews were semi-structured, but the guide was set out in such a way that the questions followed a chronological sequence (Creswell et al., 2007).

4.2.6 Analysis Approach

The analysis approach was important to understanding the written, visual, and spoken data. There are four types of interpretive models that are used to analyse raw data in order to understand a particular aspect of a meaning. These models are:

- A holistic-content where the overview of the content is considered from a big picture perspective as the researcher explores both explicit and implicit meaning.
- A holistic-form where data is considered in terms of the formal sequence as the significant events transpire.
- Categorical-content where specific segments of the data is grouped into themes as the data is analysed.
- Categorical-form where characteristics of style or language use are counted and themed for example the frequency of passive utterances.

In this research, a categorical-content analysis was conducted. A thorough literature review was conducted prior to the collection of data, which formed the basis of theoretical background from previous research into the topic. The data collection and analysis followed a systematic process that is further explained below, which allowed for an interpretative qualitative methodology (Bird, 2005).

The process mainly consisted of defining and naming themes; searching for themes; reviewing themes, their ranking as well as their frequency and producing the report as set out below:

- The author arranged a data analysis session where she searched for patterns in the recorded in-depth interviews conducted with the participants. The analysis was conducted using notes that were taken during the interview sessions as well as transcripts that were created post the interview sessions. The transcribing of the recorded interviews was conducted using Microsoft word transcriber and involved repetitively listening to the interviews in order to establish emerging themes, analysing the rank order from the frequency in the occurrence of the themes. The processes took roughly three hours to conduct per interview and the themes were arrived at using a template that the author created on Microsoft Excel. (Saunders & Lewis, 2012).
- The findings obtained from the interviews were presented thematically through descriptive evidence from data extracts from the interviews. The Microsoft Excel template was used to populate the comparison and contrasts of the patterns within each participant's interview findings using the context of research questions and the interview questions that were mapped using the research questions as a guide.

- The use of rank order comparisons of frequency of codes was used. This entailed a description the study findings by reporting the incidence of constructs that represented the main themes as well as reporting the evidence of newly identified categories (Bird, 2005).
- The transcripts and recordings were saved in order for the author to have access to them when needs be.

The end goal of study and the collation, categorising and categorization of the findings was directed towards finding specific recommendations that will make a fundamental contribution in the development of exceptional global leaders.

The analysis of in-depth interviews was open to unique themes as well as contradictions within the findings. Phenomenology in-depth interviews are not appropriate for every study as they are labour intensive and are not suited for making broad generalizations. (McQueen& Zimmerman, 2006).

This phenomenology research was subject to interpretation and therefore there were elements of the research outcomes that were shaped by the researcher's bias such as, the selection of the participants, the interpretation of the participant's experiences, as well as analysis and reporting of the findings. Another threat to the internal validity of the study could be participants who were reluctant to relay the true occurrence of their experiences, but instead relayed the desired perspective, which could lead to a false reflection of their perceptions and the population's perception.

4.3 Quality Controls

Morse, Barrett, Mayan and Olson (2002) outlined the below quality control measures. These measures were employed in the research.

4.3.1 Key Journals

Appendix 4 provides a list of some of the key journals for the various fields of study of the topic that were used throughout the research as well as their ranking according to the Association of Business Schools Academic Journal Quality Guide March 2018 (ABS

2018). This ensured quality of a high standard, as highly regarded journals to world elite journals, were used.

4.3.2 Credibility

Due to the nature of the research strategy being phenomenology in-depth interviews, the length of time spent with the participants ensured that the phenomenon was understood better. The research was written under the guidance of a qualified supervisor ensuring that the standard is of high quality and a significant amount of time was spent analysing each interview to ensure that the findings were captured correctly. The researcher also presented the findings to the participants in order for them to provide credible feedback.

4.3.3 Reliability and Validity

The reliability of the study was in the data collection method and procedure, which was consistent and dependable, and if employed by other researchers will produce similar results. The judgmental selection of the participants ensured that the correct unit of analysis was studied. The in-depth interviews and analysis thereof as well as the account of the manager's experiences brought about an element of transferability to the research. The study ensured that there was an audit trail linking the objectives of the study to the findings and conclusions. The validity of the study was that the research strategy design used for the study was appropriate in that the study was an account of individual experiences conveyed into meaning.

4.3.4 Conformability and Triangulation

There was objectivity in the study in that the interviews relayed the participant's experiences and the field notes captured the researcher's thoughts as well as observations such as reactions and body language of the participants. These field notes also served as another source of primary data collection. Triangulation enabled quality control and it was achieved in the form of variation in the organisations, management functions and the countries that the participants had experience managing in. Different perspectives were provided through the in-depth interviews.

CHAPTER 5: RESULTS

5.1 Introduction

The results are presented in this chapter according to the research questions that were constructed in Chapter 3. In order to ensure that there was consistency between the research questions, the reviewed literature as well as the methods used to collect and analyse data, the interview questions were populated using a consistency matrix and were mapped against the research questions. This chapter presents the analysed findings from the semi-structured, in-depth interviews that were conducted with the participants.

5.2 Description of the Sample

Table 5 below is a summary of the interviewees that participated in the research. For confidentiality purposes, the names of the participants and the names of the companies that the participants work for, have been changed. In order to ensure that the study focused on the relevant unit of analysis, a judgmental sampling method was used to identify the participants. Twelve individuals who were considered exceptional global leaders in the financial sector were selected. The criteria used to identify the participants included the individual's previous and current position, managerial experience in a multinational company, cross-cultural managerial experience in more than one country, involvement with the successful implementation of international assignments and projects, involvement in the development of MNC leaders, as well as industry knowledge, technical knowledge and/or formal education. The total make-up of the sample consisted of three females and nine males who have held decision-making positions within the organisation that they currently work for or in their past roles. The participants that were interviewed ranged from CEOs, Multinational Client Service Leaders, Sales Leader, Chairperson and Shareholder, Executives, MD and Practice Leader. The individuals have substantial insights in leading in cross-cultural environments of business.

Table 5: Summary of Interviewee Details from Sample

Interviewee Name	Organisation	Position	Additional Information
Karen Schoombie	Crystal Holdings Ltd.	Corporate Executive: Corporate Affairs, Risk and Sustainability	Karen currently works for Crystal Holdings Ltd, a JSE listed company that has been unbundled from the parent group where she worked for 12 years as a Commercial Executive, before moving across to Crystal Holdings Ltd. She is an Executive Committee (ExCo) member responsible for the Risk Management Portfolio, Broad-Based Black Economic Empowerment (BBBEE), and Corporate Social Responsibility (CSR) and stakeholder relationships and manages teams in the United Kingdom (UK), South Africa, China, Taiwan and Australia. She also has past experience working for a large multinational accounting firm as an acting Financial Manager. She has a global MBA degree where she worked in syndicate groups with 24 individuals from 12 different countries such as Argentina, Finland, Sweden, Russia, and Turkey. She has also been a past president of an industry forum.
Mark Spring	Diamond Japan Ltd.	Multinational Global leader	Mark holds a college degree and a postgraduate degree from Princeton University. Mark has worked for his previous company in the discipline of Insurance and Risk Management for 40 years as a Multinational Client Services inward Leader, in Philadelphia in the United States of America (USA). He is now the global leader for Diamond Japan Ltd.'s multinational business in Japan for the past 18 months. He is based in Tokyo. Mark has been in the Insurance Industry since 1979. He has worked in the international and multinational business for years around the world including South Africa. He has had foreign assignments and projects in countries such as South Korea, Philippines, Malaysia, United Arab Emirates, India, UK and France. Mark has worked as a manager in over 15 countries and currently has in excess of 40 people reporting into him, globally.
Sonwabo Phalo	Gold Group	Group Shareholder and Chairperson	Sonwabo Phillips is a Group Shareholder and Chairperson of an investment and holdings company that offers engineering, project and technical services to telecommunication network operators and corporate clients in Africa. He has been a CEO in a MNC in the telecommunications industry where he ran a Pan African

			Enterprise business where he had teams in Mozambique, the DRC, Tanzania, Kenya, Ghana, Cameroon, Sierra Leone, Zambia, Nigeria, Ivory Coast and Angola. . He has also held CEO position in the Aviation Industry. He has had exposure managing teams across cultures and across geographies in the African continent. He studied technology, engineering and telecommunications and went on to study a Bachelor of Commerce degree and later an MBA degree.
Janet Jameson	Metallic Africa	Portfolio Executive	Janet occupies a Portfolio Executive role in the ExCo team at Metallic Africa. She has a team of underwriters reporting to her. She is responsible for the African business of the company. Metallic Africa has 32 operations in the world, 26 of which are based in Africa. She takes care of the African underwriting business. She spends a week or two in a month in the company's offices in the African countries and spends five to six times a year in their London office. She has experience in all facets of the insurance business. She started in reinsurance and moved into broking and underwriting. She is now working in direct underwriting and has been in the area for 15 years. She has trained numerous leaders who now run multi global broking houses around the world.
Carlos Assayas	Ruby (Pty) Ltd	CEO	Carlos is the CEO for Ruby (Pty) Ltd, which is one of the top global risk and insurance firms in the world. Ruby (Pty) Ltd has been in existence for over 100 years with offices in 140 countries. Carlos is responsible managing the African region, which consists of seven territories around the African continent: South Africa, Zambia, Malawi, Uganda, Botswana, Namibia and Nigeria. He has the Heads of the African regions reporting directly into him as well as the business and segment leaders in the seven territories reporting directly into him. His previous role was at a competitor of Ruby (Pty) Ltd, where he spent seven of his ten-year tenure managing the Risk Financing Team in London, which focused on Eastern Europe and UK clients.
Alfred Mnyamezeli	Tourmaline Global Corporate	CEO	Alfred has over 20 years' experience in the Financial Services Sector. He joined Tourmaline Global Corporate in 2013 as Head of Market Management focussing on developing sales and distribution across Africa. He subsequently became Head of Property in 2014 and grew the portfolio in key African countries. He is an MBA degree and completed an Associate in Management program. In his current role, he looks after the corporate and specialty part of the business in the African continent.

			<p>The company covers all sides of insurance. He has been in the industry for 23 years and his experience cuts across claims, marketing, property underwriting, commercial underwriting, personal lines underwriting and corporate risk underwriting. Tourmaline Global Corporate's headquarters are in Germany and Alfred has worked outside of the headquarter environment for 8 years. The countries that he works with are Kenya, Nigeria, Ghana, Côte d'Ivoire, Congo, Mauritius and Senegal. Alfred is the head of diversity and inclusion council for five major countries within his company mainly, South Africa, Netherlands, Belgium, Italy and France.</p>
Johnathan Saunders	Ruby (Pty) Ltd	Multinational Client Service Leader	<p>Johnathan is British. He grew up in South East London, where his career started in 1987. In 2003 he worked as an Associate Director at Ruby (Pty) Ltd's competitor in Dubai, where he was involved in mergers and acquisitions. Johnathan has 17 years' experience working outside the headquarter environment and in foreign countries. He joined Ruby (Pty) Ltd in Dubai as the MCS Leader for Middle East and Africa (MEA) and has been in the role for 13 years. His current role is to manage the financial performance of the multinational client services business across MEA, where he manages an MCS team made up of 18 individuals with 12 different nationalities.</p>
Kate Roos	Ruby (Pty) Ltd	Divisional Executive	<p>Kate is a Divisional Executive for South and Sub-Saharan Africa at Ruby (Pty) Ltd offering advisory services to large multinational clients with captives and catastrophe exposures. She has over 40 years working experience and her career in insurance and risk management has involved managing a team at an insurance company based in the UK. She has been greatly involved in leadership develop with her role as a judge on "The Insurance Apprentice" South Africa in 2016 and 2017, where she built case studies for later years for the program. She facilitates intensive in-house client engagement training academies, which assist in grooming young leaders within her company. She has expertise in the Hospitality and Gaming, Automotive, Logistics, Telecommunications and Passenger Rail industries within the array of client insurance businesses that she has managed. Kate also sits on the MCS leadership council that entails looking at the growth strategy of the region.</p>

Phillip Crawford	Ruby (Ltd) Pty	Sales Leader-Africa Regional Offices	Phillip is the Head of Sales for the African regional offices at Ruby (Ltd) Pty. He is responsible for new business development and works with sales leaders from Namibia, Botswana, Zambia, Malawi and Nigeria. He was born in the UK, went to school in Zimbabwe and has worked and stayed in various African countries. He has 42 years' experience in short-term and long term insurance with experience in insurance underwriting, sales and broking. He spent six years in East Africa, three of those years in Kenya running a Risk Services Department for an insurance broker and the other three years he spent as the CEO of an insurance company in Tanzania. During his career span, he started his own brokerage firm, which he later sold to one of the top insurance brokers in the world, after 8 years of running it.
Thomas Pipes	Ring Tiger's Eye	CEO	Thomas joined the Financial Services Sector as a Graduate Trainee in the insurance industry 35 years ago. He has a degree in economics from one of the top universities in South Africa. He was a CEO of a South African based broking firm, which was acquired by a multinational broking company, where he was appointed as the CEO of the combined businesses. Thomas served as an Executive responsible for the integration of these two very substantial companies. He managed the firm's interest in sub-Saharan Africa and served on the International President Council. He has been greatly involved in mergers and acquisitions. Thomas is now the CEO of another huge MNC with an insurance broking arm and a broader financial services arm. One of his responsibilities, beyond managing the African leaders that report into him, is to oversee the company's network of 40 strategic partners in the African continent.
Frank Stocks	Ruby (Pty) Ltd	Managing Director	Frank has been in the insurance industry for 18 years and has worked for a listed insurance broker prior to joining Ruby (Pty) Ltd. He has been with the company for 12 years and is the Managing Director of the Ruby (Pty) Ltd.'s African regional offices, which comprise of six countries in Africa mainly, South Africa, Zambia, Botswana, Namibia, Malawi, Uganda and Nigeria. He was the Africa Leader for Ruby (Pty) Ltd.'s competitor, a MNC, for three and a half years prior to the company being acquired by Ruby (Pty) Ltd. In 2016, he was appointed in the Executive Committee of Ruby (Pty) Ltd. Frank holds an MBA degree from a prestigious South African business school.

Rajesh Naidoo	Ruby (Pty) Ltd	Executive: Commercial and Consumer	Rajesh has been in the Financial Services Sector for 25 years. He has occupied the following roles in his career journey; Commercial and Personal lines Underwriter, Business Development Manager, Relationship Manager, Branch Manager, National and Regional Sales Manager, Head of Strategic Partnerships and Head of Intermediary Development. Rajesh degree and has been involved in building a company from the ground up and is heavily involved in transformation initiatives. One of his educational accolades is obtaining an MBA degree.
---------------	----------------	--	---

5.3 Presentation of Results

Table 4 is a list of the interview questions that are mapped from the research questions outlined in Chapter 3. The presentation of the results will be as per the research questions.

5.4 Results for Research Question 1

Research Question 1: What are the key cross-cultural leadership competencies that are essential in effective GLD?

Research question one sought to explore the effective global leadership competencies that are essential in managing in cross-cultural environments of business within MNCs. The first interview question was set around understanding the phenomenon of effective global leadership. The research sought to understand the concept of effective global leadership. This understanding is an important foundation to facilitate the discussions with the participants in hopes that a comprehensive definition will emerge. The definition is important in leading the discussions towards identifying the crucial qualities and competencies that global leaders need to possess to manoeuvre cross-cultural contexts within MNCs. The objective of the first research question was to explore varied, key perspectives on qualities, skills and strengths of the individuals.

5.4.1 Understanding the Concept of Effective Global Leadership

The first interview question sought to create a concise definition of effective global leadership from the participant's experience and the other two questions followed on to create a coherent approach in identifying the essential competencies and strengths associated with the phenomenon using cross-cultural management as a context to the approach. The participants were encouraged to explain what the concept meant, unpacking what they have experienced and observed and in the discussions the approach in defining the concept varied. Some participants defined the phenomenon using examples to explain their understanding of it; some participants explained each word separately and thereafter provided a summarised definition, while others explained the concept by exemplifying how a global leader orchestrates effective leadership.

Table 6 is a summary of the top five understandings of the concept of effective global leadership, relayed by the participants.

Table 6: An Understanding of the Concept of Effective Global Leadership

Rank	Construct	Frequency
1	Operating in different countries and cultural contexts by displaying sensitivity towards different cultural issues.	9
2	Bringing the best global ideas, but adapting them and localising them.	7
3	Being receptive to collaboration by asking for input from the stakeholders rather than making one’s own decisions.	6
4	Understanding the business’s global strategy, communicating it clearly to the various country leaders, and ensuring that there is alignment and execution of the strategy while understanding local nuances, local demographics and local geographies.	4
5	Building and grooming a diverse team that understands the nuances associated with running a MNC.	3

In analysing the top three constructs, the most common construct that the participants agreed on when explaining their understanding of effective global leadership was managing with an understanding of and sensitivity towards cross-cultural dynamics. The consensus was that effective global leadership entailed the running of business operations in different geographic locations that were embedded in different cultures. A participant outlined, *“There is an array of cultural dynamics when working within a multinational team”*. One of the participants highlighted the notion that the global landscape is fast becoming small and cross-cultural issues are not only prevalent to global leaders, but also leaders that run local entities and span to include the virtual space as well. The participant expressed this view by stating, *“No manager that handles decisions on people’s lives should be deaf to cultural issues”*. The participant relayed her understanding of cross-cultural issues to encompass various things and not only the boundaries of where individuals live and where they are from, but also expressed that it includes *“the ideas that people bring to the table”*. Most participants echoed the same view that operating in cross-cultural environments included an understanding and an awareness of the variations in cultural nuances. One of the participants suggested that global leaders *should “be aware of the cultural dissimilarities in order to have an understanding of why others think and respond the way they do”* as well as *“an acute understanding of what makes people tick”*, as another participant added.

Adaptability and customising the global approach to fit the local environment was a notion that the participants felt strongly about. The construct ranked second in the findings. The participants viewed an effective global leader as an individual who understands the deep appreciation of the forces for global coordination as well as the need for local responsiveness. Below are expressions from some participants on their belief on the continuums that an effective global leader needs to have in striking a balance between the global and the local norms.

CEO 1: *“Find the balance between what makes sense globally and what makes sense in country and allow some deviation for local conditions while keeping the continuity and consistency in the global approach”.*

CEO 2: *“It is not either or, it is about finding the balance and managing these tension points”.*

Two participants relayed their views on the dangers associated with applying a business model that was successful in one country to another country without adapting it to fit the other country’s environment of business. One of the participants referred to this as a *“cut and paste”* approach and provided examples of two South African leaders who failed in their attempts to introduce existing products that were successful in the South African market to different foreign countries by duplicating a South African business model. His view was that leaders with a mind-set of thinking that *“because it worked in one country it will work everywhere else, very often they fail”*. A participant who believed that leaders needed to obtain a comprehensive understanding of the country they operate in and how it works, in order to be successful, seconded this notion. He mentioned that organisations invest fortunes in the valuations of businesses in foreign countries and they end up not achieving their forecasted earnings. He explained that understanding the local market *“does not come with six months of due diligence, it comes with years and years of experience”*.

A participant had a different view on how the global and local approaches should be integrated. He agreed with most of the participants on the need to customize the global standards to the local client and local market needs. He added that there are various considerations that leaders need to take into account, which need an innovative approach, such as infrastructure challenges. However, he had the view that the global approach

should take precedent over a localised approach when he stated *“global first, but customized to meet local needs”*.

Most of the participants agreed on the importance of an effective global leader being a person that is receptive to collaboration and capitalises on incorporating different perspectives in the idea generation and decision making process within an organisation. Two participants went on to state that, *“a global leader must be in touch with what is happening with the people on the ground”*, further explaining this to mean that effective global leaders should be all encompassing and not be prescriptive in driving the organisation towards the company vision. Most participants were of the view that seeking mutual, honest engagements with all constituencies involved was a key element in effectively leading a successful organisation. *“You cannot enforce your way of thinking because there is a lot of dynamics when working within a multinational team”*. Collaboration was viewed as important in yielding more diverse, innovative and effective ideas that are crucial in efficiently arriving at viable solutions. Collaborative efforts aid in driving the workforce towards the vision by mobilising them to implement. The employees commit easily because they are dedicated to the process through being included.

It is also important to mention that the fourth and fifth constructs, having an aligned business strategy and building a diverse team to execute the business strategy were viewed as key elements in driving an effective organisation. All the participants associated effective global leadership with success. The interpretation of success ranged from manoeuvring cross-cultural contexts with ease and achieving a harmonious working environment, to running successful businesses through aligned strategic imperatives.

A surprising finding was from two female participants who interestingly are both members of the ExCo team in their various organisations. The participants both agreed that effective global leadership is a phenomenon that does not exist. One of the participant’s passionate response to the first interview question opened with, *“If there was such a thing as effective global leadership we would not be in the position that we are in now with the COVID-19 pandemic, I am not sure if there is such a thing as effective global leadership!”* She explained that the current global pandemic is a test of how effective global leaders are. According to the participant, *“most global leaders are not performing very well under these unprecedented times”*. The fellow participant in agreement simply said, *“I don’t think there is such a thing as an effective global leader”*.

5.4.2 Essential Cross-Cultural Competencies

The second interview question sought to underpin the important qualities and skills specialisation that global leaders need to possess in order to manage, in particular, a multi-cultural team. This question encouraged the participants to reflect on their experiences, as leaders with a wealth of experience in managing teams in foreign countries that have diverse cultures. The leaders were also encouraged to provide their insights through their observations of crucial competencies that they have seen in other leaders who have excelled in manoeuvring the complex cross-cultural environments within MNCs. Time was also spent, not only identifying the competencies, but trying to understand reasons why the participants viewed them as essential for leaders who manage multinational teams to possess.

Table 7 illustrates the top six main constructs that emerged from the findings, the main constructs represents an overarching broad theme that emerged. Table 7 also depicts the sub-categories of each of the main constructs that were identified. The sub categories reflect a narrower characteristic of main construct, which provide a more specific understanding of the essential cross-cultural competencies that emerged from the findings.

Table 7: Cross-Cultural Global Leadership Competencies

Rank	Main Construct	Sub-Categories of Construct	Frequency
1	Cultural Intelligence	Cultural context adaptation, deciphering cultural codes, cultural sensitivity, understanding the cultural norms and cultural acceptance.	16
1	A Sound Value System	Open mindedness, respect, ethics, honesty, trust, fairness, integrity and sincerity.	16
2	Social Intelligence	Empathy, synchrony, self-presentation, social cognition, influence, interpersonal skills, effective communication, humility and firmness.	15
3	Business Acumen	Appreciate that people drive strategy, long-term goals, understanding challenges, adaptability and agility in strategy implementation, strategic thinker, autonomy, delegation, decision-making, support, accountability and transformation.	11

4	Learning and Unlearning	Open to making mistakes, linguistics, willingness to relearn, knowledgeable and technical competence.	10
5	Emotional Intelligence (EQ)	Self-awareness, self-regulation and situational awareness.	7
6	Networking	Building relationships, forming partnerships, collaborative efforts and broadening networks.	6

Cultural Intelligence and a sound value system were seen as the top competencies for a global leader to possess, while social intelligence and business acumen were ranked the second and third respectively. An interesting observation is that EQ, which was strongly emphasised in the review of literature, ranked second to last. Another interesting observation in the findings is that, even though CQ ranked as one of the most crucial competencies, the participants outlined the cognitive and meta-cognitive dimensions of CQ in the sub categories as opposed to the behavioural and motivational dimensions of CQ.

It was interesting to note that even though the participants provided differing views on what they considered essential cross-cultural competencies, most participants relayed their views in such a way as to portray the interconnectedness in the different competencies. One CEO linked the importance of understanding cultural norms in driving strategy implementation when he said, *“leaders need to know how individuals in foreign countries operate, how they think and what their cultural norms are”*. He went to explain that culture and the way people do things can be very different to how one does things in their own culture and therefore a display of cognitive CQ is important. He further expressed why understanding the cultural value frameworks and leadership styles across cultural settings is imperative when he emphasised that, *“no strategy, no business plan and no product will succeed if leaders do not get the cultural and the people understanding right!”* He expanded his explanation by emphasising that the execution process and bringing about change is dependent on understanding the mind-set of the people in an area in order to get through the people and mobilise them. Another CEO shared the same sentiments about understanding, accepting and appreciating the cultural differences when he linked this to enhancing the ability to relate to different values in different regions and countries. One participant shared a differing view on her understanding of being accepting of different cultures. She interestingly highlighted that, *“acceptance of different cultures entails that*

leaders are willing to admit that they do not have to understand, like and approve different cultures”.

Most participants emphasised the importance of leaders in adapting to different cultural contexts and immersing themselves in what the other country has to offer, as a key elements of cultural intelligence. One of the participants said, *“Leaders should not assume that what they know should be replicated in other parts of the world. That is a recipe for failure”.* An interesting angle that a participant who is a Group Chairperson shared was on the codes that lie within cultural nuances. The participant believed that extending ones understanding of cultural dynamics beyond the organisational sphere to include an understanding of the country’s cultural norms would give one a more comprehensive understanding of the human behaviour element of the citizens of a particular country. A holistic understanding will enable leaders to understand how employees respond to the organisational strategy, how clients respond to the organisation’s value proposition and how suppliers engage with the organisations business model. This understanding lies in deciphering the cultural codes within a specific country. The participant concluded, *“Culture carries certain codes, if you have the ability to decipher the code carried in culture you have a better chance of adapting and driving the teams much more easily”.*

Cultural sensitivity also came out as a strong subcategory of CQ. A re-emerging view that most participants agreed on was on the elimination of preconceived ideas and preconceived biases around culture, ethnicity and diversity. An ExCo member believed that holding preconceived profiles of different cultures as *“the biggest barrier to cross cultural management”.* She expressed that the dangers that are associated with preconceptions and biasness are that, *“it completely clouds and misleads leaders into making ill informed decisions about cultures”.*

Having a good value system ranked as the top competency skills set that is vital for effective global leaders to possess. The most common of these value skills set consisted of open mindedness, respect, ethics, honesty, trust, fairness, integrity and sincerity. What came out strongly, when unpacking the findings, was the consistency in the view amongst majority of the participants, that having a formidable core value system is a fundamental basis for all types of leadership and is not specific to global leadership development. One participant suggested that leaders need to build bridges by embracing similarities and this could be achieved by finding alignment in their core set of values with those that are

evident within the multi-cultural teams that the leaders manage. Another participant highlighted that values are foundational beliefs, shared across all humans by stating, *“as much as we are all different there are certain core values that are common to humans such as respect”*.

Social intelligence was the second most rated competency that is important for effective global leaders to have. Sub categories that emerged from this construct included empathy, where most participants held a strong view on the importance of sensing other people’s feelings. Empathy was linked to humility and influence in that the participants considered being empathetic as a competency that drives influence and how a leader is viewed by his followers. Empathetic leaders are often favoured. A Multinational Global Leader opened his response on essential qualities needed to manage multinational teams by mentioning that empathy involved putting oneself in another person’s shoes and trying to understand how they feel. He concluded by saying, *“at the end of the day everybody’s heart beats the same way”*. Other subcategories that transpired included interpersonal skills, where leaders should ensure that the interactions with their team members are smooth and conflict is addressed appropriately. Most participants put a great deal of emphasis on effective communication, where listening with full receptivity emerged as an aspect of effective communication that needed attention. A participant expressed this in his explanation that *“to listen you must be objective and care to reach out to other people and have people know that their feedback and input is very essential to the team”*. An interesting aspect of communication that kept re-emerging was firmness. A CEO suggested that effective global leaders should create a framework for open communication; however, they needed to be *“firm, irrespective of people’s ethnicity or gender”*, in relaying their strategic objective. In essence, majority of the participants held the view that leaders need to have social cognition, which entails that they need to understand the social world and the working of a web of relationships.

Ranked third on the list of imperative international leadership competencies was business acumen. A CEO believed that another important trait was being a strategic thinker. The participant rated that a leader should be forward thinking and look at the business with a *“five to 10 year horizon”*. The CEO continued to state that an effective global leader should understand some of the strategic challenges and some of the changes in the local market in relation to the global market and adapt to them with speed. He referred to these changes as, *“customer buying patterns, demographics and investments in technology”*. The CEO

advised that leaders needed to, *“try to develop a conducive framework for investments and a conducive effective framework for efficient execution of the strategy”*. An interesting aspect that most participants kept referring to when discussing the importance of leaders in improving the financial performance of the organisation was the critical role that employees play as a vehicle in achieving organisational goals. This was emphasised by one of the CEOs when he said, *“leaders need to understand that they will only succeed in their role through the efforts of the people that they lead and not through their own direct contributions”*. The Divisional Executive agreed with this notion when she said, *“the business will run itself with or without the leader, if you look after your employees they will look after your customers”*. The empowerment of other leaders by allowing autonomy and encouraging transformation also surfaced as important business acumen, where one of the participants emphasised the need for transformational leadership when he said, *“insurance has been predominantly a playground for old white men and the change needs to be accelerated”*. The MD expanded on the idea of allowing autonomy when he suggested that leaders needed to strike a balance between staying on top of the detail by allowing the country leadership team to run the business in their country. He suggested that leaders should push down the decision-making as much as they can to the country leaders and offer them the support they need in terms of systems, investment dollars, global strategy, technology and all the other services. His concluding remarks were, *“fundamentally let them do their job and hold them accountable for doing their job and at all times stay close to the detail because as soon as you remove your eye you might fall short”*.

Learning and unlearning was a theme that surfaced as the fourth most important trait to possess in the execution of an effective leadership role. The importance of learning and/or understanding the local foreign language met with conflicting views from the participants in efforts to justify the importance of the skill. While most participants agreed that it is a trait that would make cross-cultural management easier, some participant admitted that it was a *“difficult trait to acquire”*, and not possessing the trait would not deem one an inadequate leader. An interesting finding was from a participant who relayed the importance of linguistics in *“cracking business deals”*. The participant emphasised that *“the rich conversations come from the local language”* and therefore having an understanding of the local language enables leaders to identify opportunities and actively participate in the conversations surrounding the opportunities. Another participant’s view was that making an effort to speak the most dominant language of the country eases the

vulnerability that comes with managing in a foreign country and leads to, *“people warming up to you”*. Having technical competencies was viewed as an important trait in developing the team and stakeholder confidence and trust in a leader. One participant added that a global mind-set was of utter importance. The participant outlined that effective global leaders need to *“keep up to speed with the global economy”*. Stretching the knowledge accumulation to encompass a consolidated risk review of the world would enable leaders with the ability to have a measured opinion not just in the country in which they reside or the headquarters, but to fully encompass globalization and look at issues from different standpoints.

Surprisingly EQ and networking were the bottom two in the ranking of important competencies. Forming relationships with a wide range of constituencies linked to enhanced diversity, innovation and accelerated organisational performance and growth. EQ linked to a high sense of self-awareness. One of the participants highlighted this notion when he stated, *“leaders need to understand their strengths and their weaknesses in order to effectively use their strengths while improving on the weaknesses”*.

In addition, another surprising observation was that majority of the competencies that emerged from the analysis of the interviews were soft skills rather than technical skills.

5.4.3 Contextual Leadership Strengths

In answering the third research question, participants were encouraged to contextualise the strengths they have experienced in an exceptional leader within their organisation managing a team overseas in a different cultural context to theirs. The participants were encouraged to describe their observations and experiences of highly effective and successful leaders by pulling the strengths of these leaders that embody exceptional global leaders by describing, in detail, what these individuals do and how they perform cross-cultural management. The participants were also probed to do an introspection into their own strengths, as leaders with extensive experience in successfully managing in foreign countries.

Interestingly, most of the participants identified either a CEO, their organisation’s CEO or the organisation’s Group CEO as an individual who embodied an exceptional global leader in a MNC. As can be observed in Table 8, the identified strengths were pulled into

constructs with engaging emerging as the most highly ranked construct, followed by sensitised to cultural differences and exposure, and strategic and commercial thinker tied in the second rank. Team-developer, empowering and trusting leadership ranked in third position. Below is a discussion of these themes.

Table 8: Contextual Leadership Strengths

Rank	Construct	Frequency
1	Engaging	9
2	Sensitised to cultural differences and exposure	8
2	Strategic and commercial thinker	8
3	Team-developer, empowering and trusting leadership	7
4	Involved and action-orientated	4
5	Good listener	3

In analysing the findings, it is noteworthy to mention that some participants found it challenging to pinpoint an exceptional global leader in their sphere. One of the participants went as far as saying, while posing the following rhetorical question, *“this is a tough one, what if I tell you that there is not a single person that I can think of?”* Another participant nonchalantly answered, *“That’s a hard question, I don’t know”*. The division executive’s response was. *“I don’t know if anyone really jumps out at me”*. A fourth participant said, *“That is a very hard question”*, agreeing to how challenging the question was. When probed to expand on their answers, one of the ExCo members explained that leadership is about influence and she expressed that some individuals do it exceptionally without the title. She added, *“The concept of ideal leadership sets us up for failure and disappointment, people have cracks”*. She found the phenomenon of leadership to be *“very complicated, difficult, exhausting, lonely and takes a huge toll at a great price”*. In her closing remarks she put emphasis on leadership development when she said, *“they usually say leaders are born, I’m not sure, I say leaders are made, individuals can learn leadership”*.

The notion of team and leader development permeated throughout various discussions with the participants. Most participants viewed the cultural ability to build teams as an important strength that global leaders needed to possess. The participants considered team development to encompass trust and empowering fellow team members and followers. One of the participants mentioned that global leaders needed to trust the

competence of the people that they led, however, the participant made a compelling argument between trusting and being overly trusting. The participant was of the view that trust needed monitoring through consistently working with teams in order to ensure that there is alignment in terms of expectations and the delivery of those expectations by the employees. The participant stated, *“Leaders need to find the balance between trusting people and not trusting them too much. The right level of oversight, coaching and guidance is required in order to effectively execute the strategy”*. Another participant further highlighted the aspect of offering team members with guidance when she highlighted that a good team-developer is, *“a mentor who doesn’t take things out of people’s hands but guides them and jumps in when there is an issue”*. In describing a strength of his company Group CEO, the MD highlighted how the Group CEO transformed the organisational culture from being a command and control to pushing down the decision-making powers that previously lied at the headquarters of the MNC, back into the various entities in the countries. The MD viewed this decision as, *“very empowering yet very risky”*. The Group CEO showed his trust and faith in the people he led by giving a stamp to a number of regional CEOs to make their own in country decisions and not run them past him.

Engaging was an interpersonal strength that was ranked as the most crucial for cross-cultural leaders to possess. The MCS leader highlighted a major difference between global leaders who navigate multicultural elements and traditional leaders in his view that global leaders needed to be mindful in the way they spoke to people, the language that they used and how they physically conduct themselves when interacting with people from different cultures. The Group Chairperson reiterated this view when he explained that each country has different cultural team dynamics, which call for interactions with the team members without breaking protocol in order to discover the cultural nuances. The Chairperson described the Group CEO of a MNC that he had previously worked for as being, *“more open to conversation when dealing with a multicultural team”*. His reason for was that, *“when you speak to more people you piece up a picture that will enable you to drive the organization, as a leader you have to feel the pulse of the organization continuously”*. Quite a few participants referred to the innate ability of leaders to contextualize global challenges in a way that makes sense for an individual or team in a specific country as a good strength. One of the CEOs used Nelson Mandela as an example of an exceptional cross-cultural global leader. He appreciated how Nelson Mandela was effective in the way he engaged with people across the globe, *“whether he was dealing with a peasant in the Middle East or the smartest people sitting at a table in the United Nations in New York”*, the CEO

emphasised how he dealt with the differences in people with dignity. He appreciated the famous leader's ability to bring people together and stated that, *"he will always be an icon of someone who has been an exceptional global leader"*. Another CEO described an exceptional cross-cultural leader in his organisation as a woman who, *"excelled in blending the global principles with the locals principles such as the South African cultural principle of Ubuntu, which is not a global phenomenon"* and used it to lead successful global teams. One of the participants, a Multinational Global Leader, had a different view on what engagement meant. He explained it as a universal language where leaders use *"communication that resonates across all cultures around the world"*.

The second ranked strengths were sensitised to cultural differences and exposure and strategic and commercial thinker. A CEO described a leader's ability to, *"look past people's race, gender and ethnicity and look at them from the value that they can provide for the wider organization irrespective of where they come from or which country they are in"* as a crucial strength in encouraging diversity and inclusion and fostering an environment that is innovative and collaborative. One of the ExCo members opened the discussion by likening leaders who were sensitised to cultural differences to empathetic and compassionate leaders when she said, *"you need to walk a mile in the shoes of a person before you can manage them, or at least make an attempt"*. Other attributes that the participants considered to elevate sensitivity towards cultural differences were exposure to different countries and cultures, exposure to managers from different cultures and countries, being exposed to different cultures through traveling, coming from a multicultural and diverse country and being open-minded. One of the participants described Africa as *"the most diverse country"* and *"a learning playground"*. Another participant described the South African landscape as a *"racially divided country"*, he continued to make his point that, *"because we come from a diverse society, we are able to use our own cultural exposure and experience to drive and understand the different territories, people and groups in other countries"*. Most participants held a strong view that understanding different cultural perspectives eliminates the cultural blind spots and can be a huge strength for the organizations as it can be moulded to create unity and ultimately benefit the organization. A CEO pointed out that, leaders needed to, *"Make an effort to understand differences that may exist culturally"* stating that *"if people all think the same and do the same it's not good for sustaining a business. It is not effective to want to do things your own way"*. He commended an exceptional cross-cultural leader that he had identified, for enforcing

change within his organisation through creating diversity in the make-up of the board and employment practices

Strategic and commercial thinker as a cross-cultural leadership strength ranked second. The participants described a way that this strength is used in business is by aligning and finding a way to mobilise global capital to ensure that the aspirations of the local people, the needs of the country and the government are met in a commercial way. A leader with this strength encourages participation, is exceptionally clear on setting a strategy and is very firm and fair on expectations from all his teams around the world. One of the participants described a strategic and commercial strength in a leader as the ability to understand the mechanics of the business operations in different countries and having the ability to articulate the strategy in order for the team to see the big picture. The strength is crucial in driving profits through agility, innovation, technical competence, knowledge and a focus on the execution and delivery of the organisational goals.

Table 9 below is comparison of the top five results for interview questions two and three. An interesting observation is that cultural intelligence (sensitised to cultural differences and exposure) and social intelligence (engaging) ranked in the top three emerging themes in each of the interview questions. Business acumen (strategic and commercial thinker) ranked in the top four. Another interesting observation is that the three themes of question three (the strengths) are part of the sub category themes of interview question two (the competencies). While the constructs of team-developer, empowerer and trusting leadership and involved and action-orientated appear not to be interconnected to the top five constructs from interview question two, a closer analysis reveals that there is a connection. Trusting leadership is a sub-category linked to a sound value system and involved and action-orientated leadership is a sub-category linked to business acumen under the umbrella of adaptability and agility in strategy implementation and decision making. Learning and unlearning in interview question two was a construct that did not re-emerge in interview question three.

Table 9: A Comparison between the Top Five Results for Interview Questions 2 and 3

Rank	Main Constructs of Interview Question 2: Cross-Cultural Global Leadership Competencies	Sub-Categories of Main Constructs of Interview Question 2: Cross-Cultural Global Leadership Competencies	Main Constructs of Interview Question 3: Contextual Leadership strengths
1	Cultural Intelligence	Cultural context adaptation, deciphering cultural codes, cultural sensitivity, understanding the cultural norms and cultural acceptance.	Engaging
2	A Sound Value System	Open mindedness, respect, ethics, honesty, trust, fairness, integrity and sincerity.	Sensitised to cultural differences and exposure
3	Social Intelligence	Empathy, synchrony, self- presentation, social cognition, influence, interpersonal skills, effective communication, humility and firmness.	Strategic and commercial thinker
4	Business Acumen	Appreciate that people drive strategy, long-term goals, understanding challenges, adaptability and agility in strategy implementation, strategic thinker, autonomy, delegation, decision-making, support, accountability and transformation.	Team-developer, empowering and trusting leadership
5	Learning and Unlearning	Open to making mistakes, linguistics, willingness to relearn, knowledgeable and technical competence.	Involved and action-orientated

5.5 Results for Research Question 2

Research Question 2: How can business cultivate cross-cultural leadership competencies in practice?

This research question aimed to address the current leadership succession crisis that business faces, of a shortage of effective global business leaders. In doing so, the research question seeks to explore practical ways in which business can groom the talent pipeline and develop effective global leaders. The research embarked on exploring and understanding the depth and complexity of the assignments, projects, implementation processes as well as training that is required of an individual that operates in the global domain.

5.5.1 International Assignments and Projects

Interview question four and five probed the participants on the types of international assignments and projects that they have been involved in, in foreign territories with a myriad of cultures. The participants were required to provide an overview of how the implementation process for these assignments looked like. The researcher explored and sought to understand the participant’s experiences and how they manoeuvred cross-cultural environments in their interactions with the teams they led as well as the stakeholders they interacted with. Table 9 is a presentation of the types of international assignments and projects, in rank order, that transpired from the analysis of the findings.

Table 10: Types of International Assignments and Projects

Rank	Construct	Frequency
1	Mergers and acquisitions and business rescues	6
2	Global compliance frameworks	3
2	Global business platforms	3
3	Global client solutions	2
3	Business operating structures and processes	2
3	Introducing products and services in foreign countries	2

The analysis of the findings of the top ranked construct, assignments and projects, revealed that projects that involved mergers, acquisitions and business rescues were the most common amongst most of the participants.

These assignments ranged from short-term assignments to long-term assignments that ranged from turning around a business that was making losses in a foreign country, to integrating two companies, one with being a domestic company and the other a MNC. One of the CEOs led a team of expatriates from around the world to turn a business around, which was not doing well in a foreign country, Nigeria. Within a year under his leadership, the business was able to make a profit and within three years of making profits, a Nigerian national was appointed to lead the business. Part of the success was owed to understanding culture and forming partnerships with the Nigerian stakeholders including the government. The partnerships were instrumental in devising solutions that were tailored to meet the needs of the Nigerian market. The participant

expressed that the project reminded him to be mindful of different corporate cultures and cultural differences and the participant viewed diversity as a key element to consider when blending different businesses together. The participant highlighted that the organisational cultures were different between the local and the MNC, which was an American company, where the culture was more individualistic and employees were very career driven, in contrast to a more laid back, community driven culture in the domestic entity. The participant had to *“find common ground for both organizations”* and capitalise on the strengths. He explained that, *“both organizations were customer centric and that was the glue that linked the diverse businesses together”*. The participant continued to explain that there was a sense of urgency to do the right thing for the client and not neglect them while the organisation was dealing with internal issues, and he considered this as *“the wonderful script that one could use to drive strategy”*. The recruitment process was also aligned to be customer centric in that the core function roles were the client facing jobs. The strategy helped the business move quickly because, as relayed by the participant, *“at the core of the company was the client”*. A CEO conveyed that a major difference between the MNC and local entity was that the MNC had standardised processes, whereas the local entity had more bespoke processes and this difference came with challenges in the integration process.

Another CEO was involved in the acquisition of a local company by a MNC, which had a limited presence in Africa and his role was to lead the business leaders across all continents in diverse multi-cultural environments. Interestingly, he was a representative in the local entity, which was the minority group, and he was later appointed as the CEO of the integrated group. He referenced his success to *“leveraging off the best of both teams”*. He explained that creating a culture of collaboration across the wider integrated business resulted in astounding results for the organisation when the company landed three mega client projects.

Another participant shared that geographical expansion into other territories was an intensive and highly involved assignment. It involved strategy development, assessing and analysing the footprint that the organisation wants to embark on and identifying countries to invest and diversify into. The project also entailed identifying the types of investments that the organisation planned to undertake in the different countries. The participant added, *“whether an organisation plans on acquiring another company in a different country, or whether it aims to invest in a greenfield operation in another country, an*

important element to the success of the project is forming strategic relationships and partnerships in the country in question and understanding culture is important”.

Assignments that involved global compliance frameworks and global business platforms were ranked second. One of the ExCo members outlined how cultural dynamics came to play when she worked in Europe, with much older male counterparts, on the implementation of a risk management framework with the objective of achieving a globally aligned and consistent reporting and compliance system. She observed that the European counterparts had, what she referred to as, *“superiority complex because they had to take guidance from a young South African woman”*. The young ExCo member’s analysis of the complexity with the older colleagues was that, *“South Africans are Jack of all trades and climb up the corporate ladder faster and end up filling key leadership roles, while Europeans specialize for long periods of time”*. Another participant who was involved in the implementation of global business platforms also highlighted the level of ignorance across employees in foreign countries and cultures, she said, *“there’s a great deal of misunderstanding of the African countries by colleagues around the globe”*. The participant continued, *“both colleagues and clients coming in from a first world environment do not understand the challenges that come with a third world country. Challenges such as poor infrastructure, no access to labour, poor services, government regulation and licensing”*. The challenges with the misunderstanding affects compliance, communication and merging entrepreneurial structures with very specific business structures. One of the participants added, *“when you are insuring large multinationals you would think that all parties involved have done their homework and they have some idea on what is required of them”*. The participant explained that insurance regulation is different from territory to territory and she observed that, *“clients know that they have to do the right thing, but are not willing to do the right thing if they can’t pay their way out of doing the right thing”*. The participant compared this level of ignorance to that of most retailers when it comes to risk management, which is *“stack them high and let them fly”* rather than a mentality of seeking knowledge and understanding. This mentality results in disparity between what the global colleagues and client want and what is actually possible.

5.5.2 Project Implementation Process

The fourth interview question sought to explore and draw in the different aspects that frame the implementation process of global assignments and projects. Participants were

encouraged to provide an in-depth explanation of the execution of international assignments from the initial stages to the final stages, relaying the dynamics that were experienced and observed when working with teams in cross-cultural environments. The ranking of the main constructs and sub-categories of the results from the findings of this interview question are presented in Table 11 below.

Table 11: Project Implementation Process

Rank	Main Construct	Sub-Categories of Construct	Frequency
1	Planning	Strategy, vision, design, team	16
2	Action	Tailor made solutions, control, decision making, accountability, autonomy	11
3	Buy-in	Negotiation, rationale	8
4	Combined Assurance	External partnerships, collaboration	7
4	Research and Development	Needs analysis, feasibility	7
5	Evaluation	Course-correct, pilot	3
6	Training	Transformation	2

In analysing the top three ranked constructs, mainly, planning, action and buy-in, some participants agreed that a sound implementation process should consist of a framework to structure the process and provide an overview and a guideline on the scope of the project. The aspect of planning yielded discussions that highlighted the importance of the design process with particular focus on having a strategic plan, articulating the vision and assembling the right team to execute the project deliverables. Planning involved the identification and assembling of a project team. In selecting the team, a CEO suggested that it was important to have a project sponsor and project leader to run the project and appoint a steering committee to work with business partners for the execution of the project where the team’s responsibility and accountability is clearly articulated. He highlighted that the project team should be diverse and representative of all the stakeholders involved, local and global.

Most participants emphasised the importance of strategic intent in the planning stages of the implementation process with some of participants expressing their thoughts below.

CEO: *“The most important thing is to understand the strategic intent and understand the high-level execution plan and map it back to the milestones to ensure that you're progressing towards the plan and that you course-correct”.*

Multinational Global Leader: *“The strategy needs to be documented and agreed upon with the various stakeholders with elements such as budget, return on investment, scenario planning, client management, business development and the risk mitigation process incorporated in the strategic framework”.*

A CEO emphasised the importance of crosschecking when he stated, *“there is an analogy that says, ready, aim, fire; sometimes it works better if you ‘ready, fire and then aim’. One needs to get the strategy right, execute and course correct as it is almost impossible to do things right the first time around”.*

Most participants agreed that action was a crucial aspect of the implementation process with one of the participant stating that, *“most organisations are absolutely paralysed by inaction because there are too many hurdles to be crossed”.* A participant outlined the importance of making difficult decisions that would move the project along. He mentioned that, *“leadership is about vision, strength and courage, one needs to go where people are not prepared to go and make decisions that people are not prepared to make”.* An ExCO member linked the importance of making difficult decisions to the third ranked construct, buy-in, in a surprising revelation. The leader explained how *“leadership is not a popular decision”* and how *“sometimes if there's no buy-in, but you strongly believe in the vision, then you need to take the leap and execute with the minority on board”.* The participant also highlighted the importance of weighing out the consequences of ones decisions before making them and her parting remark was *“sometimes the fight is not worth it, sometimes you have to have internal fights in order to win the war”.* The concept of customising the project to meet the local needs of the local company was a re-emerging theme in the discussions. A participant mentioned the important role that the Marketing Department plays in repositioning and in tailor making the products in suiting specific needs of different countries by making them *“fit for purpose products”.* Most participants agreed that the various countries or even intercompany departments should have autonomy to adapt their projects to align with their economic, environmental and cultural contexts. A participant emphasised this view when she said, *“one can have a broad strategy, but the implementation needs to be localized”.* One of the leaders

agreed that, whilst flexibility is vital, it is also essential to ensure that compliance is adhered to.

The construct of buy-in ranked third amongst the list of constructs. The Divisional Executive made reference of how the importance of strategic buy-in from the local offices was. The participant stated that, *“one needs to sell the project”*. She suggested that a presentation that sought to highlight the rationale and paint a big picture outlining the importance of the project, with a particular focus on how the project was going to benefit the local offices was crucial in obtaining buy-in. The Managing Director mentioned that buy-in was essential in mobilising people to work and commit to a common course. He stated that, *“If you want to measure the success you have in a project; you have to implement it with minimal impact on your revenue streams and in your business, which is primarily your clients”*. The leader explained this by advising that, if matrices such as client retention, employee turnover and new business growth are pointing towards a positive direction, then it implies that a project was integrated and implemented successfully.

5.5.3 Global Leadership Development and Training

The fifth interview question required the participants to suggest important formal and informal training that is beneficial in equipping leaders in effectively managing in foreign countries embedded in dynamic cultures. The participants made reference to training that was available in their various companies and sector(s), training that they have observed and/or have experienced to be impactful, as well as globally demanded and/or recognised training. Table 12 below outlines the top six ranked constructs under both formal and informal training.

Table 12: Global Leadership Development and Training

Rank	Construct	Type of training	Frequency
1	Cross cultural and interpersonal skills training, exposure through foreign assignments and exchange programs.	Informal	11
2	Formal educational qualification, technical training	Formal	9
3	Cross cultural training/seminars/workshops/webinars	Formal	8
4	Graduate, mentorship, coaching	Formal and informal	6
5	Legislation and regulation	Formal	4
6	Diversity and inclusion	Formal	3

A noteworthy remark from some of the participants, before analysing the top three findings, was the importance of aligning the training needs of an individual to their career aspirations stating that, *“it would be pointless training someone to be an effective global leader when they do not have the desire to operate globally”*. A participant went on to highlight the importance of, not only acquiring theoretical knowledge, but also the importance of application of the theoretical knowledge. She stated that, *“knowledge without being able to implement it as a skill is a waste of knowledge”*. Some participants also deemed it essential to not be prescriptive when it comes to addressing training needs, but rather have a mind-set that understands that different roles require different skills set. The participant emphasised this when he said, *“whatever made you succeed in a particular role won’t necessarily make you succeed in a different role. Continually reinvesting and developing yourself and matching that development to what the new role requires is important because what brought you to your current level is not what is going to take you to the next”*.

It is evident from the results presented in Table 12 that most participants considered informal training in the form of exposure to cross-cultural environments whether it is through partaking in international projects and assignments, on the job training or whether it is participating in exchange programs with companies that are located in other countries. One of the participant’s view was that understanding the historical background between the different countries was an important starting point in understanding the people of a specific country and their behavioural patterns and attitudes. The same participant also emphasised the importance of informal team building exercises and engagements that would facilitate getting to know ones team on a more personal level in efforts to break cross-cultural barriers in more relaxed environments. Team meetings outside of the office environment and small yet significant celebrations such as birthdays were examples of informal interactions. A CEO mentioned that he rotated his ExCo committee meetings

within different geographies and allows different individuals to present at the different meetings. Customer focused meetings were conducted where the top clients within the portfolios were selected and senior leadership and management from the clients organisation were invited into the meetings. The CEO's reason for this was in order to draw inferences in terms of what mattered the most in different parts of the world. He interestingly mentioned that taking into account what mattered the most in the clients' organisations was crucial in devising solutions that addressed the client needs because he believed that, *"culture stretches beyond the geographical span. Culture is also different from company to company and understanding your client is key"*. One participant jokingly opened her response by saying, *"get people to stay in South Africa and not a mono-cultural country like Japan"*. Some participants further reiterated the importance of interacting with people from different cultures and understanding them as well as the local nuances in their views below.

ExCo member: *"We need to stop using our own frame of mind to judge how people do things the way they do. People from a different culture need to be comfortable enough around you open up and tell you the truth without the fear of repercussions. Prejudice is fear, fear of the unknown"*.

CEO: *"Irrespective of people's race gender background and social status, at the core of it people are people, we are actually very similar, and we have the same fears, the same concerns, and the same aspirations. Leaders need to acknowledge this through their experiences"*.

Formal educational qualification and technical training was the second ranked construct. Most participants relayed how technical training was important in understanding how the industry, market as well as the product and service offering within the industry works. A participant mentioned that some countries require a formal educational qualification in order to grant individuals a work permit. Some participants referred to the importance of the MBA program as a formal qualification that is vital in effective global management. This view was mentioned by some participants as captured below.

CEO 1: *"Academic programs are essential in bridging the gap between where leaders are in terms of development and where they need to be. The MBA program is encouraged for individuals in management positions"*.

CEO 2: *“There are formal educational programs such as degrees and the MBA program, which equip leaders on how to effectively manage people, learning how to understand financials and scenario planning”.*

The participants linked academic qualifications and technical training to enhancing technical capabilities that would aid in understanding the various facets of an organisation such as finance, accounting, operations, negotiation skills, effective communication, cross-cultural management, branding and global studies. Formal training exposes leaders to the constraints of managing a business and provides tools and techniques that equip leaders to work around these constraints. The MD reiterated the importance of being financially intelligent when he said, *“one needs to have knowledge of financial acumen because the business is run by numbers”.*

The third ranked construct was formal cross-cultural training, which can be in the form of a classroom set-up, seminars, workshops or webinars. A Multinational Global Leader highlighted that, *“the type of person that makes a better internationalist than others is an inquisitive individual”.* He explained that international skillset was of utter importance in improving ones trade and improving the sensitivity towards other cultures and towards people. This is driven by being inquisitive about other cultures and business practices around the world. Most participants mentioned the essence of leaders introduced to and taught about cultural dynamics through cross-cultural management training. This type of training would provide leaders with the comprehension of the acceptable norms and practices in different cultural contexts. A CEO outlined the danger in failing to understand cultural nuances when he said, *“people run the risk of not being able to engage with different cultures and this might result in losing business deals because they don’t understand the culture”.* The CEO provided an example of some African countries and their hierarchical way of thinking where stakeholders often prefer to meet with the senior leadership team and being aware of these subtle differences enables leaders to work with a common understanding with teams in foreign countries in putting the best foot forward to land important business deals. Another CEO explained how understanding why people from different cultures attach different applications or interpretations to organisational values is important. He highlighted that the word ‘quality’ can mean ‘correct’ to one individual while another individual could interpret it to mean ‘efficient’.

Table 13 below is a comparison of the ranking of the types of assignment and projects that the various participants were involved in abroad as well as recommendations of some of the key formal and informal training that is required to manoeuvre these foreign territories. A very interesting observation is that the top ranked form of training referred to exposure to international assignments and projects, which re-in forces their significance in global leadership development. Another interesting observation is the congruency and interlink in the emergence of a top ranked assignments and projects alongside what seems to be training recommendations that could assist leaders in effectively managing these assignments and projects. Examples of this is the emergence of compliance frameworks under the top five constructs of top international assignments and projects alongside legislation and regulation training suggestion under the top five constructs of training. Another interconnected example is the appearance of international assignments and projects with a focus on solving business-operating structures, processes and challenges alongside formal educational qualification and technical training, which the interview findings viewed as crucial in equipping leaders with skills that are important in running the various aspects of business.

Table 13: A Comparison between the Top Five Results for Interview Questions 4 and 6

Rank	Main Constructs of Interview Question 4: International Assignments and Projects	Main Constructs of Interview Question 6: Formal and Informal Training
1	Mergers and acquisitions and business rescues	Cross cultural and interpersonal skills training, exposure through foreign assignments and exchange programs.
2	Global compliance frameworks	Formal educational qualification, technical training
3	Global business platforms	Cross cultural training/seminars/workshops/webinars
4	Global client solutions	Graduate, mentorship, coaching
5	Business operating structures and processes	Legislation and regulation

5.6 Results for Research Question 3

Research Question 3: What are some specific recommendations that will assist in the development of global leaders in cross-cultural contexts?

In the final three interview questions, the participants were required to provide examples of barriers as well as challenges that were prevalent in multinational environments of business. The participants were also required to articulate their approach in addressing these challenges and dissect and unpack what the redress process entailed. The objective of the third research question is to interrogate and obtain a comprehension of the nature and complexity of the barriers and challenges faced by leaders that manage teams in these foreign environments in hopes that understanding these intricacies will assist in developing specific recommendations to managers on global leadership mechanisms and strategies that will enhance effective leadership. Most participants provided scenarios of challenges that they have experienced in their cross-cultural managerial roles as well as barriers that they have experienced in the execution of their duties in a MNC. The participants were sequential in unpacking and linking the processes that they followed in working through the cross-cultural management challenges, linking this process to the actual team challenges that they faced.

5.6.1 Cross-Cultural Management Execution Barriers

The seventh interview question aimed to explore and develop an understanding of the constraints that global leaders face in the execution of their managerial roles. The participants provided an overview of barriers on a MNC level, industry level as well as a country level and explained how these barriers have affected their delivery in their roles. The top three ranked interview findings are discussed below.

Table 14: Cross-Cultural Management Execution Barriers

Rank	Construct	Frequency
1	Traditional leadership, centralised approach, bureaucracy, red tape	6
2	Travel, infrastructure	5
3	Linguistics	4
3	Lack of transformation, diversity and inclusion; prejudice	4
4	Legislation and regulation	3

4	High expectations	3
5	Ease of making financial transactions, budgeting	2
6	Religion	1
7	Safety	1

A surprising finding, revealed by some participants before being probed, was that a few participants advised that they did not experience any barriers in the execution of their roles as explained in their statements below:

ExCo Member: *“it sounds very bad when I say I have not had barriers, it looks very naive. This could be because I did not recognise the issue as a barrier at the time or it was not an issue because I had the capacity to get through it”.*

Divisional Executive: *“No I do not do barriers, if I cannot climb over them, I will go around them”.*

The biggest barrier that was referenced by most of the participants was that traditional leadership practices hindered the optimal execution of their managerial roles. An ExCo member’s opening remarks were *“organisations say that they want different, but they are not willing to put their money where their mouth is”.* The participant explained how traditional leadership does not embrace creative individuals who think out of the box. She emphasised this in stating that, *“organizations want people who are identical to themselves, mentors also make their mentees clones of themselves. This is the problem with organisations, they are not prepared for different, they are not willing to put their own prejudices and profiling aside”.* Another participant explained that the reason why organisations want *“management structures that spit the same rhetoric as them”* was that *“most people fear the unknown; most people fear a challenge, most people fear different”.* This barrier was deemed to hinder growth and innovation, as different perspectives were not explored because organisations were viewed to be comfortable with being on the safe side. The Sales Leader outlined patriarchal leadership as a barrier that he has experienced. His explanation was that, in some African countries, the local citizens always look up to the managing director, therefore one needs to be mindful of that in order to be consultative and work with the MD in order to get buy-in. Most participants expressed that managing in a big MNC is more complex, more challenging to run and is a continual area

of flux as it is ultimately lead from the top, down. Below are some views on the constraints that are attached to a centralised approach.

CEO 1: *“A centralized approach creates a bureaucratic and hierarchal business that creates frustrations in the empowerment of local leaders in making local decisions and a distributed approach empowers local leaders”.*

MD: *“Being part of a big global multinational does come with its challenges no matter how we try and simplify things and no matter how much you do around delegated decision-making there is a huge level of bureaucracy and red tape. There are approvals that one needs to get and it is challenging getting around that”.*

While most participants agreed that the centralised approach was the most common in MNCs, a different view was that MNCs go through periods of centralisation and decentralisation in line with changes in the global landscape.

The second ranked construct was the lack of air travel networks and poor infrastructure in some African countries. This barrier has an impact on the cost and ease of doing business, which translates to the bottom line. Some participants rated travel as a crucial aspect of executing their managerial roles and closing important business deals as some clients, regulators, marketers, business partners and colleagues are located in different parts of the world. Two of the participants expressed their frustrations with the hassle associated with travelling as follows:

CEO 1: *“You need to go to Europe to connect to some African countries especially smaller West African countries where a lot of business is done face to face. The issue of travel is a big barrier”.*

CEO 2: *“For one to move from South Africa to Morocco, one needs to go to Ethiopia to get to Morocco, it is an inconvenience”.*

Some participants acknowledged that the COVID-19 pandemic resulted in a restriction of trade and travel and as a result, business took a knock. One of the participants emphasised the importance of human interaction when he said, *“Zoom has been great, but there is no*

replacement for being on the ground and meeting with people face to face and getting a feel of the business”.

Language and prejudice, a lack of transformation, diversity and inclusion tied in at the third ranking in the list of constructs. One of the participants equated the importance of linguistics to, *“disarming a hostile environment”*. The participant explained this statement by using an analogy of rural South Africa. He explained that in business deals and team management, when individuals attempt to speak the local language, the locals warm up to them easily just like in rural South Africa, where people are engaged by calling them by their clan names and they warm up to you easily and business interactions become easier. The participant referred to language as, *“the first level of handicap”*, he continued to emphasise that leaders, especially sales leaders, who could not speak or understand the local language of a foreign country were excluded from the rich of conversation. Another participant highlighted the importance of using simple and clear English as in some territories, English is not a first language, for example in Mozambique, Portuguese is the main language. The participant’s parting remark was that, *“you need to ensure that the message, whether it is vocal or written English, is clear and gets across”*. An interesting aspect on the challenge of language was an observation from the MCS Leader that it interferes with the ways of working. The leader gave an example of the word broker and that in Arabic it means trader and the connotations come with a lot of mistrust of the intermediary. One needs to be mindful of subtle language barriers and build trust in dealing with prominent Arab families and stakeholders that speak different languages. The participant concluded that, *“so much can be lost in translation if you cannot speak the language or understand the language”*.

On the construct of a lack of transformation, diversity and inclusion and prejudice, one of the participants mentioned how in some MNCs there is a glass ceiling and prejudices because individuals are women, black or handicapped. Below are some of the transformational barriers that most participants have experienced or observed.

ExCo member: *“It is easier for me to push down these barriers because I am a white woman, with white privilege; it has always been easier for me. I have mentored young aspiring leaders of colour, where these barriers are harder for them to push down, but adopting a victim mentality can be the biggest barrier in itself”*.

Divisional Executive: *“All of the top positions in MCS are white males, which cannot be right”.*

The participants concluded that the issue of transformation boiled down to diversity and inclusion. The Multinational Global Leader highlighted the importance of bringing alienated people into the conversation in a way that creates consensus and does not distance people. This is good for team moral, obtaining diverse perspectives, enhancing team performance and creating a healthy work environment. An interesting observation from one of the participants was the challenges that diversity bring in a team. He mentioned that leaders needed to think through issues that could surface in managing the differences of people that come from different backgrounds and have different experiences, as these dynamics could affect the implementation and execution of tasks.

5.6.2 Cross-Cultural Management Challenges

Interview question eight required the participants to hone in on the cross-cultural challenges that they have experienced specifically in the management of their respective teams. The participants relayed the challenges in the form of narratives, which are presented and discussed in Table 15 below. The top three ranked constructs were also discussed further, below.

Table 15: Cross-Cultural Management Challenges

Rank	Construct	Frequency
1	Ethnicity dynamics	5
2	Power dynamics	4
3	Cultural dynamics	3
3	Diversity, transformation	3
4	Resentment, envy	2
4	Effective communication	2
4	Trust, alignment, reliability, delivery	2
5	Racial prejudice	1

An interesting finding was the high degree of ethnicity dynamics amongst the local citizens ranking as the top challenge, higher than racial prejudice. The participants shared their observations of how individuals formed sub groups if they believed that they shares a commonality whether they believed there was favouritism or marginalism within the team, fractions and group-think would emerge. The participants shared their observations of ethnicity dynamics that they have experienced. Below are some examples of these dynamics.

CEO: *“There is a natural perceived hierarchy in nationalities where it is believed that people from certain nationalities are aligned to certain jobs. This perception also exists in a white-collar environment. An example is a friction that occurred between two colleagues who came from different parts of Nigeria, there were issues of undermining and disrespect based on their backgrounds”.*

Sales Leader: *“In countries like Kenya and Nigeria, where there is significant tribal competition, individuals would resent a leader for bringing someone from a different tribe on board. This can be very frustrating and needs to be managed and broken down very well. You find one tribe battling to rise up the ranks if the make-up of the senior management is from a different tribe”.*

Power dynamics was the second highest ranked construct. Participants’ relayed experiences of gender based power dynamics, where one of the female ExCo members explained that there have been men in her team who have refused to take instructions from her because she is a woman. Quite a few participants observed how certain people from certain cultures dominated conversations and always wanted to present at any given opportunity, while people from other cultures were more reserved and thought things through. One of the participants relayed her frustrations when she said, *“people love the sound of their voice and often a time they are more telling than asking in their approach”.* An interesting recurring theme that was observed was the superiority complex that team members, in countries such as the UK and France, had. The interesting views are captured below.

Divisional Executive: *“The English and the French still think of Africa as their colonial property, they have original superiority and want to deal directly with clients in a foreign country, which is in breach of regulation”.*

MCS Leader: *“Western expatriates especially British individuals have a superiority aura around them in that they believe that they are deserving of higher positions in business”.*

The participants linked this to the importance of understanding the history within different countries as well as understanding the different cultural backgrounds. One of the participants explained that the dangers of power dynamics were that they created political cultures that resulted in dishonest individuals and toxic working relationships where backstabbing and ulterior motives dominated the working environment. This is a challenge in building strategic, trustworthy and lasting relationships.

Cultural dynamics, diversity, and transformation tied as the third ranked construct. One of the participant's opening statement was, *“cultural dynamics can make or break the organisation. It is as critical as the most enlightened business plan, as the most ambitious budget, as the most incredibly visionary leaders”.* The MCS leader highlighted that there are subtle cultural nuances that need understanding when one is leading a team in a foreign country. He further gave an example of how certain cultures struggled to give bad news and this could be detrimental when dealing with clients and relaying unfavourable critical news. It paints an unrealistic projection of the truth, which can be misleading in making informed business decisions and can potentially result in a breakdown in relationships, which translates to the bottom line. Another example of subtle cultural dynamic that can be offensive if not understood is that women in business in the Emirates prefer not to shake the hands.

An interesting finding on the challenge of a lack of diversity and transformation within organisations is how challenging it is for leaders to integrate their efforts towards transformation. A CEO shared an experience of an external individual that he brought into the team from a different industry and from a minority racial group in efforts to bring about a different perspective, new ideas and to challenge the team because he believed that white males dominated the leadership. He eventually had to let go of the new employee because the appointment was not welcomed, it sparked a reaction and divided the team. One of the participants voiced out that most organisations are not doing enough to develop leaders internally. An ExCo member's views on diversity were that, *“diversity is not only about how you look, but also about how you think, and your background in training.*

Sometimes you say apples and people hear bananas". She explained the challenges of managing a diverse team were that messages were lost in translation and people mistreated each other because of cultural differences. The participant expressed the importance of acknowledging that people saw things in different ways. She concluded, *"People come from different cultural backgrounds and training backgrounds and they have different motivational factors. People also have different work ethics and just because you are a workaholic, do not have the same expectations of others"*.

5.6.3 Addressing Cross-Cultural Challenges

Table 16: Addressing Cross-Cultural Challenges

The last interview question sought to explore how the participants approached the challenges they faced in efforts to overcome them. The participants described the measures that they took in addressing challenges. They also relayed how successful these approaches were. Table 16 outlines the top three ranked approaches that transpired in the findings, which are discussed below.

Rank	Construct	Frequency
1	Effective communication, attentive listening, understanding, honesty, building trust and confidence, building rapport, feedback	11
2	Alignment to broader organisational culture and strategy, adherence to code of conduct	8
3	Diversity, inclusion, collaboration	6
4	Adaptability, flexibility, agility	5
5	Training, support, opportunities, performance management	4
6	Fair treatment	3
7	Cultural awareness	2
8	Motivation	1

Elements of the first ranked construct that were considered as important by most of the participants included; seeking honest feedback that is constructive on how subordinates experience their leaders as this will allow leaders to improve on flaws and manage better.

One of the participants highlighted an interesting observation when she said, *“the more senior you get, the more difficult it is to get honest feedback because people tend to sugar-coat things, it’s a power dynamic, people tend to tell you what they think you want to hear”*. Another participant highlighted the importance of relationships when he stated, *“what is important is forming relationships on a human level that is what business is all about”*. The participants considered important aspects in driving harmonious teams to be; talking to people, getting to know people, being sincere in listening to people, building confidence and trust in people, being humble, being considerate of people's circumstances and respecting people. One of the participant’s views was that the way leaders approach people should be considerate and patient because he believed, *“it takes time and sometimes years to get individuals to think outside of their entrenched ideas”*. Another participant had a different view on the idea of being patient with team members when she expressed that, *“you need to deal with perceptions. You need to force people to have open conversations and understand different perspectives”*. She explained her view by saying, *“team dynamics become pronounced when issues are not dealt with”*. Another participant was in support of efficiently dealing with team dynamics and added that victim mentality and excuses for being inconsiderate should not be tolerated. The participant suggested that creating flat structures and trust was important in facilitating effective conflict resolution. Interpersonal skills and expertise were considered important in winning over the team’s trust and this was further emphasised when the Sales Leader stated, *“you need to earn your stripes and develop trust and respect. If you cannot do that, you will fail”*.

A construct that was considered key in addressing cross-cultural challenges was a superordinate organisational culture and guiding principles of the organisations code of conduct. Some of the participants believed that an organizational culture that is strong top down and strict with its pronouncements leaves room for positive cross-cultural interactions. The findings highlighted the importance of having a similar value systems and no mismatch in the value systems. Below are some of the participant’s expressions on how vital they considered organisational culture to be.

Group Chairperson: *“Leaders need to crystalize the purpose of the organisation and align it to what is important to individuals in order to achieve results. Everyone must know what success means to them because people work for themselves, their families and their aspirations”*.

CEO 1: *“Organisational culture is absolutely the most important ingredient of the success of an organisation, it is the culture of the company that will determine the way you do things and how people think. It helps attract and recruit the best and smartest people. Don’t ever underestimate the importance of organisational culture”.*

CEO 2: *“It starts with the culture and aligning of the values, vision, mission and objectives. If the culture is not conducive to creating an organization that serves its community and clients then that organization will not survive.*

The participants suggested that the best solution for cross cultural team challenges was to act in the best interest of the business by using the organisation’s code of conduct as a foundation of setting common and standard ethical norms and a set of guiding rules that need to be adhered to, irrespective of people's cultural backgrounds. The code of conduct should ensure that all colleagues are treated with respect, integrity and professionalism, incorporating the culture of an organization irrespective of where employees come from. Some participants went as far as suggesting that individuals who do not fit in with the organisation’s culture should exit the organization.

Diversity Inclusion and collaboration was the third ranked construct. Most participants emphasised how leaders need to understand that there is strength in diversity that they could capitalise on by creating tolerance and a listening environment that let people into the conversations in order to express their opinions without being over powered by other individuals. The participants agreed that collaboration led to varied perspectives and more efficient and effective solutions and leaders need to master the art of taking advice and accepting the different ways of thinking and working. This was reiterated when one of the participants stated, *“you cannot have people that think the same in a team. That aggravates the problem”.* One of the participants outlined how imperative it is for an organisation to create an environment where any employee grows, performs, and has the ability and potential to be whatever they want to within the organization irrespective of race, gender, sexual orientation, geographical location and ethnicity. The participant emphasised her idea when she said, *“the company must create a place where everyone has the potential to succeed”.*

Table 17 below is a comparison of the interview questions under the third objective of the research. A noteworthy observation is the phenomenon of diversity, inclusion and transformation being a theme that appears across all findings of the respective questions. Another observation is that the barriers that emerged from the findings encompassed company-wide barriers such as legislation, regulation and infrastructure.

Table 17: A Comparison between the Top Five Results for Interview Questions 7, 8 and 9

Rank	Main Constructs of Interview Question 7: Cross-Cultural Management Execution Barriers	Main Constructs of Interview Question 8: Cross-Cultural Management Challenges	Main Constructs of Interview Question 9: Addressing Cross-Cultural Challenges
1	Traditional leadership, centralised approach, bureaucracy, red tape	Ethnicity dynamics	Effective communication, attentive listening, understanding, honesty, building trust and confidence, building rapport, feedback
2	Travel, infrastructure	Power dynamics	Alignment to broader organisational culture and strategy, adherence to code of conduct
3	Linguistics	Cultural dynamics	Diversity, inclusion, collaboration
4	Lack of transformation, prejudice, diversity and inclusion	Diversity, transformation	Adaptability, flexibility, agility
5	Legislation and regulation	Resentment, envy	Training, support, opportunities, performance management

5.7 Conclusion

Chapter 5 comprehensively outlined and presented the findings from the nine interview questions from the in-depth interviews that were conducted with the 12 participants. The analysis of the findings found congruency with the literature reviewed in the earlier chapter 2. New and interesting insights into the cross-cultural leadership development competencies were also uncovered, which will help extend the branches of literature in the areas of study. Chapter 6 will comprise of an in-depth discussion of the results of the

research findings that Chapter 5 presented. The discussion will encompass an integrated approach, with the objective of devising specific recommendations for managers on developing effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies.

CHAPTER 6: DISCUSSION OF RESULTS

6.1 Introduction

Previous research has highlighted the lack of comprehensive, coherent literature in the study of global leadership competencies owed to the fact that previous research has focused on descriptive essays that reflected the researchers own experienced which focused on a few countries and a small sample size (Mendenhall, 2016; Mendenhall et al., 2017). In efforts to close this gap, this research sought to interview a solid number of participants who managed in an array of diverse countries. The area of study of effective global leadership has also been criticised as having a broad base of definitions and conceptualisations, some of which are irrelevant and lack focus on diverse cultures and contexts (Cumberland et al., 2016; Jokinen, 2005; Park et al., 2018). Chapter 6 discusses the research findings in Chapter 5, using the literature review conducted in Chapter 2 to unpack and dissect the constructs drawing parallels from previous research discussed in the literature review Chapter 2. Chapter 6 also explores new insights that emerged from the interview findings in hopes to uncover a better understanding of the critical competencies that are required in effectively managing in cross-cultural environments of MNCs and to answer the research questions in Chapter 3.

6.2 Discussions of Results for Research Question 1

Research question one sought to explore the effective global leadership competencies that are essential in managing in cross-cultural environments of business within MNCs. Understanding the phenomenon of effective global leadership was an important catalyst in exploring the key qualities that leaders needed to possess in order to fulfil the definition of being effective in foreign territories. Arriving at a concise yet comprehensive definition, which encompasses the context of the study, which is the multicultural environment of MNCs, will aid in answering the research question and uncover the traits, qualities, skills and strengths that are essential for cross-cultural management.

6.2.1 Understanding the Concept of Effective Global Leadership

The literature reviewed in Chapter 2 emphasised the complexity of the domain of global leadership as an extension of the study of leadership (Islam et al, 2019). Previous researchers identified a gap in the formulation of a more comprehensive and concise understanding of global leadership with a particular focus and consideration to the aspect of effectiveness in defining the phenomenon (Mendenhall et al., 2012; Caligiuri & Dragoni, 2018). The definition of effective global leadership is key in answering research question one in that it is an integrative means of understanding, uncovering and identifying the key cross-cultural leadership competencies that are essential in effective GLD.

Table 6 in Chapter 5 outlined the top ranked common understandings of the concept of effective global leadership based on frequency count. The top ranked construct with a frequency of nine was that effective global leaders operated in different countries and cultural contexts by displaying sensitivity towards different cultural issues. The second ranked construct with a frequency count of seven was that effective global leadership entailed bringing the best global ideas, but adapting them and localising them. The third and fourth constructs with a frequency count of six and four respectively were being receptive to collaboration by asking for input from the stakeholders rather than making one's own decisions as well as localising the global strategy yet aligning it to the global objectives.

Chongcharoen, Khan and Jankaweekun's (2019) study identified unique activities that effective global leader were involved in and a common theme with the findings that were unpacked in Chapter 5 were interactions with international stakeholders as well as being involved in global strategies. Chongcharoen, Khan and Jankaweekun's (2019) study also identified the ability for leaders to speak a different language to their mother tongue as an important construct to effective global leadership. The participants argued that it was not necessary for leaders to speak a different language, but rather important for them to have an understanding of the local language. Most important than speaking a different language is the ability to build camaraderie and repertoire by displaying interest and effort in the local language and by being engaging enough and allowing the locals to warm up to you in order not to be excluded in the rich conversations that unlock opportunities. The participants outlined that learning new languages was a difficult skill to acquire and leaders

that do not possess the skill are not inadequate. More focus should be put on interpersonal skills rather than learning the languages.

Mendenhall et al. (2012) outlined three key qualities that individuals have to possess in order to be effective global leaders, all of which transpired in the findings of the interviews with the participants. These qualities are mainly, (a) complexity, which the participants explained as the ability to lead in an environment immersed in a variation of complicated and diverse cultural, geographical and business environments. (b) Flow, which the participants related under the second and fifth construct as translating and aligning the global strategy and merging the best global ideas. (c) Presence, which the participants made reference to under the first construct as encompassing the management of teams in different geographic locations. An interesting consideration that was highlighted by one of the participants was that leaders needed to be cognisant of the notion of spatial economies where the global landscape is fast becoming small and cuts across the local and virtual environments of business. This consideration is in line with the evolution of the fourth and fifth industrial revolution, which the COVID-19 pandemic has intensified. It is important for MNCs to be agile and adaptable in maximising the opportunities that lie in these digital spaces in order to have a competitive edge and keep up with the latest developments and allow for a wider reach that caters for various stakeholders.

Cohen's (2010) top five constructs of effective global leadership: (1) A global mind-set, (2) appreciating cultural diversity, (3) Being technologically well informed, (4) Building networks and (5) sharing leadership-highlighted parallels with the findings in Chapter 5. The top two constructs appearing in both studies. Cohen (2010) highlighted a global mind-set and cultural diversity as the first and second constructs respectively while this research highlighted the inverse in the ranking. A clear emphasis on the localisation of global practices as well as cultural sensitivity and understanding in successfully managing in foreign territories emerged from the findings. The importance of collaboration, consultative leadership and a sharing of ideas were also commonalities in both studies. This study did not draw any findings on the importance of digital knowledge, but rather drew new findings on the importance of incorporating the virtual environment of business as an existing spatial economy. Leaders should invest in developing and grooming teams that understand the nuances associated with running a MNC. This insight emphasised the importance of diversity and the investment in the development of individuals that drive the strategic imperatives. The findings in Chapter 5 drew significant emphasis on the

importance of teams in driving organisational strategies with participants agreeing that they are more important than the leader because they are responsible for the execution of strategies. An important element that was raised was that leaders needed to pay attention to the diversity aspect in the makeup of their teams because more diverse teams were viewed to be the higher performing teams because of the nature of a varied way of thinking that enhances innovation and efficiency.

6.2.2 Essential Cross-Cultural Competencies

The findings that were unpacked in Chapter 5 were congruent with findings in the literature review. The study of global leadership competencies comprises of competency lists that have a broad base of definitions and conceptualisations, which was displayed in the top three constructs that emerged in the findings populating a high frequency count. The top two constructs tied at 16 and the second and third constructs had a frequency count of 15 and 11 respectively (Cumberland et al., 2016; Jokinen, 2005). Previous research has highlighted that the reason for this was that there was a lack of focus on diverse cultures and contexts when conducting research on global leadership competencies (Park et al., 2018). This study therefore investigated the phenomenon using the lens of cross-cultural management. The participants explained the significance of the competencies that they viewed as crucial by relaying their experiences and observations within the context of their cross-cultural management roles. This was captured by the emergence of sub-categories, which were presented in Table 7 and unpacked in Chapter 5 in efforts to compile a more integrative and comprehensive theoretical study of the domain of global leadership competencies.

The top three-ranked construct from the findings was cultural Intelligence and sound value systems, followed by social Intelligence and business acumen. There were significant differences to Jokinen's (2005) findings that identified the main themes to include self-awareness and inquisitiveness, desired mental characteristics that inform a leader's behaviour such as empathy and desired behavioural competencies such as explicit networking abilities. The difference was in that self-awareness and networking emerged in the second last and last ranking of this study, respectively. This study highlighted the importance of cultural intelligence, a good value system and sound business acumen more important than EQ and networking. The crucial themes were that leaders needed to immerse themselves to the foreign cultures by adapting and embracing different cultural

norms as well as decipher cultural codes that will help in understanding the ways of working in different countries, which is important in moving the organisation towards attaining its goals.

In line with literature reviewed in Chapter 2, this study highlighted CQ as a crucial competency to possess in order to effectively adapt and drive strategic imperatives in cross-cultural environments and in devising global solutions and leading successful organisations (Alon & Higgins, 2005; Elenkov & Manev, 2009; Lee & Sukoco, 2010; Ang, Rockstuhl & Tan, 2015). The literature review conducted in Chapter 2, outlined four categories of CQ mainly, motivational, cognitive, behavioural and metacognition components (Earley and Ang, 2003; Ang & Van Dyne, 2008). Motivational CQ refers to the level of open mindedness and drive that a leader has in ensuring that they adapt to cross-cultural environments (Presbitero, 2017). Cognitive CQ in unpacking the similarities and dissimilarities of culture and understanding how culture, cultural norms and systems influence how people think and behave (Gooden, Creque & Chin-Loy, C, 2017). Behavioural CQ highlights ones appropriate conduct in multicultural situations. This includes the ability to be flexible by adapting both verbal and non-verbal behaviours and to adapt to different cultural environments (Sharma, 2019). Lastly, metacognitive CQ refers to the ability of an individual to seek knowledge on different cultures through experience and interaction with individuals from different cultural backgrounds in in complex foreign territories (Lorenz, Ramsey & Richey, 2018). CQ was ranked as one of the most crucial competencies in the findings of this study and all four components of CQ emerged in this study. However, participants emphasised the cognitive and meta-cognitive dimensions of CQ as the most important in their discussions as opposed to the behavioural and motivational dimensions of CQ that the literature review outlined.

According to MacNab (2012) leaders with higher levels of CQ were found to be agile in exercising their decision-making powers in cross-cultural environments. The findings from the interviews had a different take on this notion, highlighting that leaders that had higher CQ possessed the power to transform the organisational culture from being a command and control to empowering the leaders in country by allowing them flexibility to have decision-making powers that previously lied at the headquarters of the MNC. This was viewed as forward thinking that accelerated the execution of the organisation's strategy while empowering the teams in that a more consultative culture will be adopted by in country leaders who can incorporate the local team views in the decision making process.

Shapiro and Collegium, (2006) outlined the importance of cultural awareness in improving client service delivery and product quality by adapting and catering to the needs of the clients in a particular country. The outcomes from the interviews supported this view. The participants agreed that a holistic understanding of culture yields positive results for the organisation as it enables leaders to understand clients and their needs. A strong emphasis was made on the dangers of replicating a value proposition that was successful in one country to another without having an understanding of the cultural norms of the country you are introducing a new service and product to. This has led to the failure of expansion attempts into new markets. The study outlined that cultural awareness not only tracks how the clients respond to the organisation's value proposition but also helps in ensuring a positive response by the employees to the organisational strategy as well as active engagement by suppliers with the organisations business model.

Ng et al. (2009a) found that global leaders with high levels of CQ were successful effective leaders because of their ability to use their global experiences as learning opportunities, which contributed to the development of their competencies and leadership effectiveness. The fourth ranked construct in the findings in Chapter 5 reiterated this view. Participants went as far as mentioning that acknowledging failure and making mistakes was an important ability to possess which was important in working on improvement areas. The willingness to expand their knowledge accumulation from their cross-cultural interaction is key in the formation of a consolidated world view that enables leaders to have a measured opinion on what is happening across, not only their geographic location, but also the globe. This is important in facilitating well-informed decisions that drive organisational growth and success.

According to Crowne (2008) and supported by the interview findings, CQ has become instrumental in the development of successful global leaders, managing in multi-cultural environments. Crucial components of CQ that emerged from the findings were cognitive and metacognitive CQ, which encompass adaptation to new cultures, deciphering cultural codes, cultural sensitivity and understanding and accepting the different cultural norms through interactions with stakeholders from different cultures.

6.2.3 Contextual Leadership Strengths

The literature review in Chapter 2 has indicated how important intercultural issues are, which span over different domains of study. Previous research lacks a focus on the individual capabilities needed to function effectively in diverse cross-cultural environments of business (Van Dyne et al., 2008). This study therefore explored the strengths of various effective global leaders that were successfully leading their teams in a MNC through not only the participant's strengths, but also encompassing their observations of effective global leaders within their organisations and/or sectors through a narrative of examples of what these effective leaders did and how they translated their successes.

The findings presented in Table 8 highlighted four constructs that appeared in the top three constructs and these were, engaging as the top ranked construct with a frequency count of nine, sensitised to cultural differences and exposure as well as strategic and commercial thinker as the second ranked construct, both with a frequency count of eight. Team-developer, empowering and trusting leadership ranked as the third construct with a frequency count of seven. The participants narrated the strengths in the exemplary scenarios and behaviours that they shared in the interviews.

The sub-categories of the CQ Four-Factor model represents the interconnected of all four of the CQ capabilities which leaders need to possess and in order to be effective (Van Dyne et al., 2010). Interestingly, even though the participants provided differing views on what they considered essential cross-cultural competencies in the findings in Chapter 5, most participants acknowledged the interconnectedness in CQ capabilities as well as went as far as relaying the impact that these capabilities have on the organisation. One of the participants explained this when he highlighted how an understanding of cultural norms helps drive the execution of the strategy.

Being open to worldviews that are different from one's own was a finding that the participants viewed as an important trait in line with Presbitero's (2017) study that highlights a leader's determination and efforts to adapt to foreign environments. Making an effort to understand differences that may exist culturally is important for building sustainable business in that leaders can pave a way for pulling together diverse teams that differ in thinking starting with transformative initiatives that foster change through creating diversity in the make-up of the board and employment practices.

Acquiring knowledge through experiences with different cultures was congruent with what literature suggested (Lorenz et al., 2018). The findings in Chapter 5 emphasised the importance of extracting value in team members irrespective of their cultural background. This is a strength that leaders can use to foster an environment that is more collaborative, inclusive and encourages a culture of learning. Different individuals offer different perspectives that enrich discussions. The participants agreed that coming from a multi-cultural country makes it easier for leaders to adapt and adjust their interactions with individuals from diverse cultures. One of the participants mentioned how overplaying ones openness can lead to people opening up to you and facilitates an environment that is conducive to knowledge and idea sharing.

A display of cognitive CQ where leaders are sensitised to foreign cultural nuances and understanding cultural behaviours around the world is imperative and the findings uncovered that this can be achieved through open channels of communication and interaction with individuals from different cultural backgrounds. Interacting with more people enables leaders to mobilise individuals from different cultural backgrounds with ease. Most participants held a strong view that understanding different cultural perspectives eliminates the cultural blind spots and can be a huge strength for the organizations as it can be developed to create unity and ultimately benefit the organization.

Various researchers, as noted in Chapter 2 of the literature review, noted the dimension of behaviour as one of the key variables that influence the effective performance of global leaders and organisations (Buckley & Ghauri, 2004; Yukl et al., 2013; Lisak et al., 2016; Islam et al., 2019). An aspect of behaviour that emerged in this study was the importance of appropriate conduct in that leaders needed to be wary of how they spoke to people from different cultures and how they physically conducted themselves when interacting with people from different cultures. Leaders needed to be cognisant of the fact that inappropriate conduct, that could be as a result of ignorance and being oblivious to the subtle differences in culture, can be offensive to a point of being a deal breaker that inevitably impacts the business's bottom line.

Developing local strategic business plans that are in line with the overall global objective are a key element in driving successful organisations and competencies such as adaptability and flexibility are crucial in achieving this (Ananthram & Chan, 2013; Rosenbusch, 2013; Chongcharoen et al., 2019). The findings were congruent with this

view and ranked strategic and commercial thinker second in the list of important cross-cultural leadership strengths. The participants also expressed the importance of mobilising funds to ensure that the aspirations of the local business can be realised. A key aspect of effective strategy is keeping the various stakeholders informed and aligned to the strategic objectives by understand the mechanics of the business operations in different countries. An inclusive approach, where the stakeholders are taken through the vision and individual meaning is derived and articulated to each of the stakeholders is imperative. The strategy should not only yield benefits for shareholder, but for all the organisation's shareholders. The strength is crucial in driving profits through capitalising in agile adaptation, innovation, technical competence, knowledge and a focus on the execution and delivery of the organisational goals.

According to Ng et al. (2009a) little research focuses on cross-cultural skills, experience and knowledge transfer. An interesting new finding to emerge from the research is the construct of team-developer, empowering and trusting leadership. Participants rated this strength amongst the top three constructs and involved the ability of leaders to incorporate their team members in the decision making process and trusting their direct reporting lines with the organisational strategy with a certain level of oversight to track progress. This type of leadership was viewed as "*forward thinking*" by the participants as it led to efficiency in strategy implementation as well as team growth and enablement.

6.2.4 Conclusive Findings for Research Question 1

The research findings in Chapter 5, in particular the first interview question, were in line with the notion presented by Osland et al. (2012), that there is a significant difference between local and global leadership. The interpretation of an effective global leader entails that the individuals that manage in MNCs need to possess a skill set that allows them to be multi-cultural and decipher codes that lie in local languages and diverse cultural nuances. To be effective, global leaders need to adapt to complex contexts and successfully drive the strategic agenda of the organisation. In addition, global leaders need to be actively involved and invest in the development of diverse global teams who will help mobilise the execution of the strategic objectives of the organisation. This all-encompassing definition formed a foundation of an understanding of the term effective global leadership, which was lacking in previous research and was a stimulus to the insightful discussions to follow.

The research findings under the second and third interview questions identified the following competencies, in top rank order, as the key cross-cultural leadership competencies that are essential in effective GLD as well as the top strengths that link to each competency that effective global leaders possess. These competencies and strengths appear in Figure 4 below.

- Cultural Intelligence, through the ability to adapt to different cultural contexts, through understanding and accepting different cultural norms and by being sensitive to diverse cultural nuances. Effective global leaders are sensitised to cultural differences and exposure.
- A Sound Value System, by being open minded, respectful, ethical, honest, trustworthy, fair, sincere and individual with integrity. Effective global leaders encompass trusting leadership.
- Social Intelligence, by displaying empathy, synchrony, self- presentation, social cognition, influence, interpersonal skills, effective communication, humility and firmness. Effective global leaders are engaging.
- Business Acumen by setting long-term goals, ensuring adaptability and agility in strategy implementation by delegating and being supportive and allowing autonomy and accountability, being a strategic thinker who understands challenges by making sound decisions and by being involves in transformational efforts. Effective global leaders invest in the development and empowerment of their teams and are strategic and commercial thinkers.
- Learning and Unlearning by embracing making mistakes and having the willingness to relearn by improving on failures, by possessing knowledge and technical competencies and making an effort to understand linguistics. Effective global leaders facilitate an environment that facilitates trial and error, creativity and innovation.

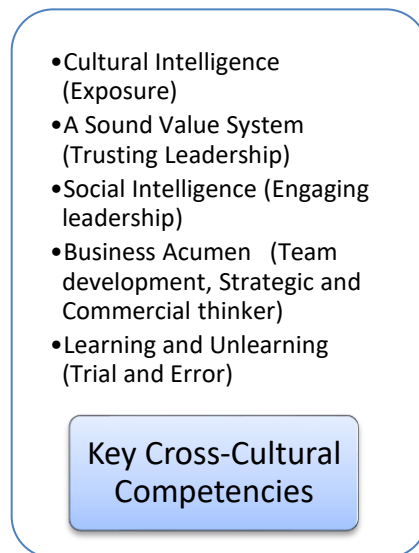


Figure 4: Key Cross-Cultural Competencies

6.3 Discussions of Results for Research Question 2

6.3.1 International Assignments and Projects

International assignments are crucial and play a vital role in cross-cultural competencies that in turn enhance organisational performance and growth (Caligiuri and Dragoni, 2018). Building from the notion the research sought to explore the types of assignments and projects that the various leaders were involved in efforts to investigate how business can incorporate practices that cultivate cross-cultural leadership competencies.

An important aspect of assignments, such as mergers, acquisitions, and business rescues that emerged from the findings, was the element of collaboration by building relationships with both internal and external stakeholders. Internal stakeholders are key in driving the implementation process and providing innovative solutions and external stakeholders are crucial in ensuring that the process runs smoothly. In essence, a variation of networks helps enhance organisational efficiencies and aids in the quality of ideas that ensure success of the assignments. According to Friedman (2006) and in line with the findings in Chapter 5, collaborations and partnerships stem from both individuals and companies, and are instrumental in creating a competitive advantage and maximising on the market share. The essence of a merger or acquisition is to blend organisations. Both the research

findings and literature review highlighted that, as part of expansion strategies of many companies, acquisitions, partnerships and collaborations, exporting and joint venture initiatives, are a crucial means of diversifying, reaching a broader market and gaining access to global knowledge and skills. These efforts strengthen an organisation's position in the global markets (Theodosiou & Katsikeas, 2001; Leonidou, Katsikeas & Hadjimarcou et al., 2002; Cavusgil & Knight, 2015).

Projects that involved global compliance frameworks ranked second in the list of constructs. According to the findings, leaders needed to be sensitive to the regulations and legislations of the different territories without compromising their own principles. Cohen's, (2010) study identified this notion as having a global mind set, which was the ability to successfully balance global and local contracts. Global standardization vs. local customization allows organisations the flexibility to cater to local level requirements such as regulation, without changing the global company way of doing things. This balancing act is a crucial element to the sustainability of organisations within the local environments. The findings uncovered that legislation differs in different geographic locations and noncompliance affects the operating license of individuals and the organisation as well as the client offering and regulators have the power to cease business interactions, which might result in losses for the organisation. According to Crowne (2008) international assignments and projects expose leaders to the array ways of working, a diversity of cultures and multitude challenges, which stretch the leader's business acumen, and according to Caligiuri and Dragoni (2018), strengthens a the levels of cross-cultural leadership competencies by broadening the leaders perspective in driving solutions while abiding by the country laws. Other projects and assignments identified by the participants were the implementation of global business platforms, creating global client solutions, streamlining and aligning business operating structures and processes and introducing products and services in a foreign country.

6.3.2 Project Implementation Process

The findings highlighted planning (strategy, vision, design, team), action (tailor made solutions, control, decision-making, accountability, autonomy) and buy-in (negotiation, rationale) as the top three constructs of an effective project implementation process.

Developing a strategic business and project plans on a worldwide basis for their business unit was a finding that was congruent with the literature review in Chapter 2, highlighting activities that effective global leaders participated in (Chongcharoen et al., 2019). The research findings from the interviews emphasised the importance of constantly cross checking the progress in the execution process against the strategic plan in order to ensure that the project is on track and in order to make improvements where necessary. The participants viewed the planning process as crucial in understanding the complexity of the project and the time horizon and in effectively sharing the vision and create the right cadence and covenants around the execution of the project, such as assembling individuals with the right set of skills to implement the deliverables.

Action was the second ranked construct where the interview participants highlighted a lack of inaction as a contributing factor to the paralysis of an organisation. Action linked to the ability to make agile and difficult decisions. Leaders need to control the implementation process in order to ensure that the level of flexibility afforded to the team does not lead to a diversion away from the main objectives of the project goals. Buckley and Ghauri (2004) acknowledged the dilemma that MNCs face, of deciding whether to adopt a global approach or whether to serve the individual local customer. The literature agreed with the findings in Chapter 5, that managers need to develop strategies that incorporate both global and approaches and cultural difference is at the heart of determining the extend of balancing globalisation and localisation. The findings emphasised the importance of localising the client offering by repositioning it to suit specific client needs that differ in the different territories. Projects need to align with the country's economic, environmental and cultural contexts. The rationale being localisation is to ensure reciprocation, which translates to the adaptation of products and services in the local environments, which translates to the going concern of an organisation. The participants emphasised how crucial balancing a global and local approach when they highlighted organisations that failed when they duplicated business models that were successful in one country, to another.

An interesting and unique finding was the importance of obtaining buy-in in the implementation process. Buy from the local offices aids in mobilising teams towards the realisation of strategic goals. This involves negotiation, rationale, and leaders selling their vision and the organisation's vision to the team and various stakeholders, highlighting a shared value for all.

6.3.3 Global Leadership Development and Training

According to Wijewantha (2018), the shortage in effective global leaders could be because of MNCs failing to invest in the development of a potential pipeline of global leaders and equipping them with the necessary skills set that is imperative in effective cross-cultural management. The findings in Chapter 5 highlighted that fostering a culture of knowledge sharing and imparting skills and expertise to fellow colleagues is important in enhancing leadership competencies both in the leader and colleagues. GLD can be a means of retaining company intellectual property and saving cost that subsidise formal training programs.

According to Crowne (2013), there are varying views on what constitutes cultural exposure and the field of CQ has neglected to conduct an in-depth investigation of the activities undertaken by the unit of analysis. This research conducted an in-depth exploration of these activities and the findings in Chapter 5 highlighted, in the ranking order, that informal training was more important than formal training. Cross cultural and interpersonal skills training, exposure through foreign assignments and exchange programs ranked as the top construct followed by formal educational qualification, technical training and cross-cultural training respectively. The participants suggested that leaders needed to appreciate that dealing with multi-cultural teams will help one understand that fundamentally there is commonality amongst people irrespective of where they are based or where they grew up or their cultural background. Having that experience in terms of dealing with diverse people will allow one to augment one's understanding and learn how to handle the teams, business partners and how to conduct themselves in different parts of the world. Cross-cultural management training can aid in sensitising people to different cultural nuances while technical training and formal education can cultivate the knowledge base of leaders and improve the ease of conducting business in foreign territories. Formal training such as the MBA was a re-emerging theme; such programs enable leaders to have a holistic feel of the business from the angle of different disciplines and therefore allows leaders to make well-informed business decisions that encompass all facets of the organisation. .

A review of literature has also revealed that various scholars have failed to reach consensus on how to develop global leaders as there is little research focused on analysing these global leadership competencies and how they can be developed in business (Cumberland et al., 2016; Jokinen, 2005; Lokkesmoe, Kuchinke & Ardichvili,

2016). The findings in Chapter 5 align to the findings in literature and are suggestive of the importance of different training programs in enhancing cross-cultural competencies (Suutari, 2002; Pless et al., 2011; Cumberland et al., 2016).

6.3.4 Conclusive Findings for Research Question 2

Exploring the type of activities and the extent of involvement that global leaders immersed themselves in will allow for the uncovering of solutions that will equip them with essential tools that are required in navigating the complex multinational environments of business. The research findings under the fourth, fifth and sixth interview questions, identified the following practical business application in terms of training, tasks, projects, assignments and processes, in top rank order, which are also presented in Figure 5 below.

- Mergers, acquisitions and business rescues.
- Global compliance frameworks.
- Global business platforms.
- Global client solutions.
- Business operating structures and processes.
- Introducing products and services in foreign countries.
- Exposure to foreign legislation and regulation.
- Formal educational qualification, technical knowledge

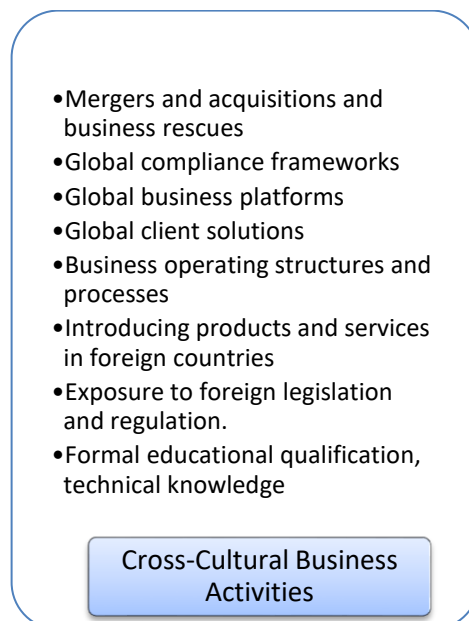


Figure 5: Cross-Cultural Business Activities

6.4 Discussions of Results for Research Question 3

6.4.1 Cross-Cultural Management Execution Barriers

According to Silva (2016), organisational barriers, team dynamics, implementation of projects and assignments are elements of context that influence leadership success. The findings unpacked the types of barriers that have the potential to detract leaders in efficiently executing their managerial roles within MNCs.

Traditional leadership, centralised approach, bureaucracy and red tape ranked as the top construct, followed by travel and infrastructure. Linguistics and lack of transformation, diversity and inclusion; prejudice were tied in the third ranking. Buckley's (2004) research recognised cost, efficiency, centralisation and standardisation as strategies unique to a global approach and revenue, responsiveness, decentralisation and adaptation as unique traits of a localised approach. The challenge global leaders face with is finding an effective balance between the global and local approach. Most participants, in the findings Chapter, agreed that finding the balance between centralised decision-making and distributed decision-making is a challenge when working at a large complex MNC. The instructions come from the top and this result in delays in the decision-making process and might result in missed opportunities. Cohen's (2010) proposed solution to this challenge is to allow flexibility when introducing global brands to the local markets, but keeping the brand reputation intact, adhere to the local countries laws and rules of trade without changing the global company way of doing things and lastly provide the local country leaders while emphasising the global corporate values. A traditional leadership approach has a negative on the organisation in that it demotivates employees and disempowers them. The participants agreed that a top down approach creates a culture that is dictatorial and autocratic and a calibre of leaders that do not want to understand what is happening on the ground, which is a critical understanding to have when running a business.

6.4.2 Cross-Cultural Management Challenges

Chapter 5 outlined the following cross-cultural challenges as the most prevalent. The top five constructs are as follows:

- Ethnicity dynamics, where intergroup sub-groups form from people from the same ethnicity creating division and a toxic environments.

- Power dynamics, where leaders are power hungry and embody a dictatorship leadership. Certain cultures associate certain positions with power and tend to abuse authority by overpowering others within the same team. Certain cultures do not take instructions from women.
- Cultural dynamics, where there is a misunderstanding and prejudices towards different cultural nuances.
- Diversity and transformation, where there is a lack of progression for women in certain sectors. An interesting finding was that, as much as diversity and inclusion is critical to organisational growth, when leaders introduce diversity, inclusion and transformation to cross-cultural organisations, the employees reject the efforts.
- Resentment, envy, this could be from promotion and perceived unfair treatment.

The findings unpacked how these challenges lead to toxic work environments, which are not conducive to high performance because they breed internal organisational conflict. Some of the dynamics are interlinked, for example, intergroup prejudice and conflict may result in resentment and disengagement, which leads to a lack of commitment to deliver and this, affects the bottom line. Surprisingly, the literature review grouped these challenges as cultural dynamics. Analysing the dimensions of the cultural challenges will allow for the development of more specific recommendations to combat them. The participants agreed that internal organisational cultural power dynamics may lead to only a minority of the team buying into a leader's vision, this in turn leads to a lack of commitment and accountability by certain team members, and this affects the strategy execution.

6.4.3 Addressing Cross-Cultural Challenges and Conclusive Findings for Research Question 3

The conclusive findings from the last three interview questions, which were geared towards developing recommendations to managers on strategies and mechanisms that will play a pivotal role in developing cross-cultural leadership competencies, which are crucial in ensuring the success and sustainability of the MNC. Figure 6 below outlines GLD recommendations. Chapter 7 provides a holistic integration of the conclusive research findings and provides practical recommendation to managers on the effective implementation of the GLD recommendations, in addition to the below.

- Cross cultural and interpersonal skills training, exposure through foreign assignments and exchange programs.
- Localised approach that ensures alignment to broader organisational culture and strategy to combat traditional leadership practices associated with bureaucracy that prevent productivity and growth.
- Diversity, inclusion and transformation initiatives to combat conflicts associated with ethnicity dynamics, power dynamics, cultural dynamics, resentment and envy.
- Strategic partnerships and collaboration.
- Business simulations, case studies to enhance adaptability, flexibility, agility and avoid redundancy and the risk of becoming obsolete.
- Training, coaching and performance management.



Figure 6: GLD Recommendations

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

Chapter 7 introduces the Cross-Cultural Leader Development Model (CCLD Model), which developed from inferences based on the literature review in Chapter 2, the findings in Chapter 5, and the linkages and contrasts discussed in Chapter 6. The model forms the basis to provide the specific recommendations to managers as well as to provide recommendations for future research, based on the gaps in literature and the findings, the limitations of this study that are also explored in this Chapter. Figure 7 below is an illustration of the CCLD Model.

7.2 The Cross-Cultural Leader Development Model (CCLD Model)

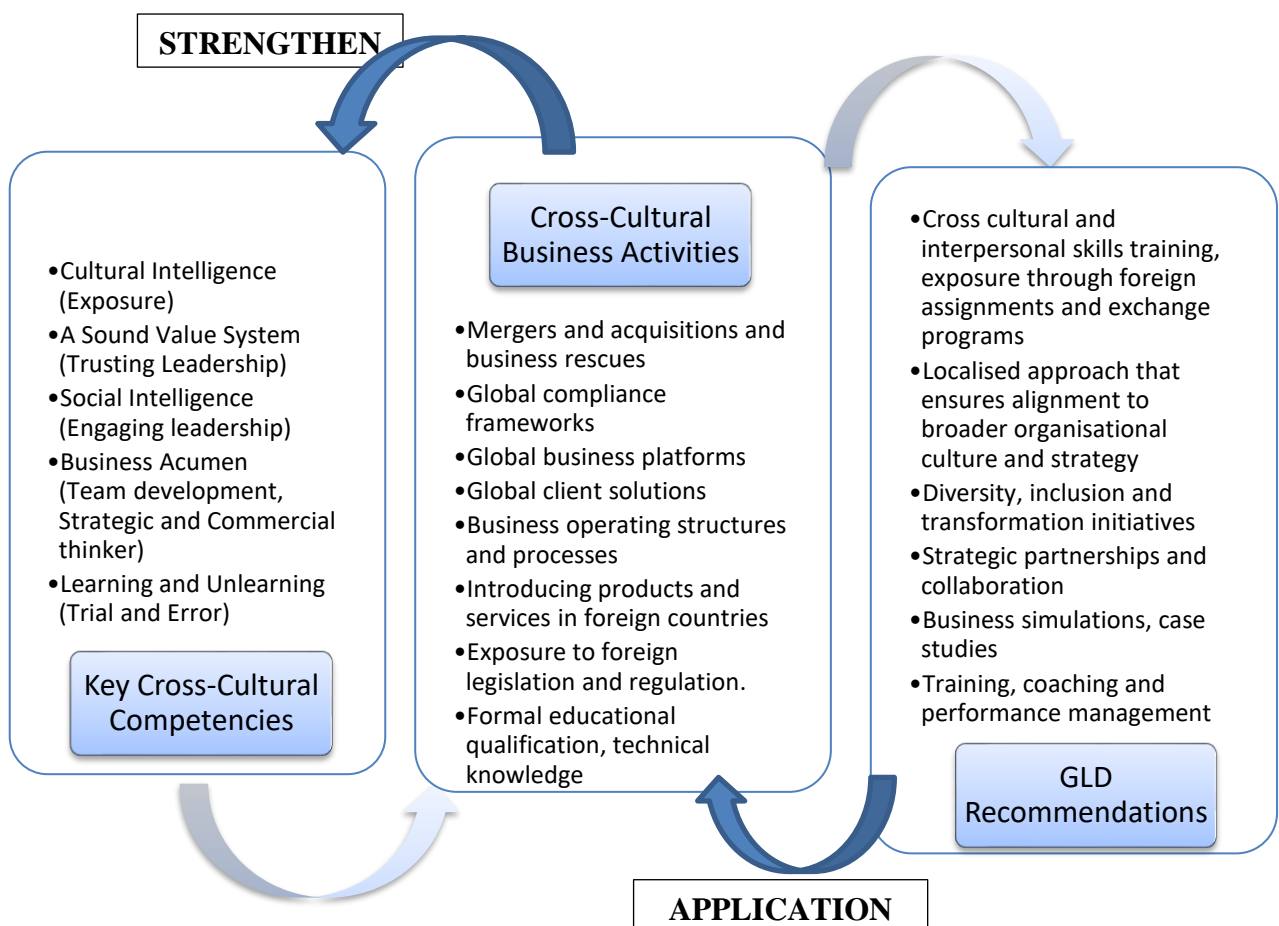


Figure 7: The Cross-Cultural Leader Development Model (CCLD Model)

7.2.1 The Development of the CCLD Model

The CCLD Model in Figure 7 above developed using the themes and main constructs that emerged in the findings in Chapter 5 as well as drawing contrasts and insights in the discussions in Chapter 6. The model pulled together aspects of the interview findings in efforts to develop an intergrated, comprehensive, concise and coherent approach in answering the three research questions. It aided in arriving at a set of specific recommendations for managers on practical ways that a global leader can develop effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies. The ultimate objective is to answer to the call of a shortage of successful global leaders by developing strategies and recommendations that will assist them in effectively managing diverse team and enhance team performance, which translated to organizational growth and success.

7.2.2 The Explanation of the CCLD Model

The CCLD consists of key outcomes of the findings in Chapter 5, that have formulated the answers to Research Questions 1, 2 and 3. These outcomes and answers to the three research questions are presented in the rectangular blocks under the headings; Key Cross-Cultural Competencies, Cross-Cultural Business Activities and GLD Recommendations respectively. The light blue arrows represent the flow in how the research was conducted leading to the development of specific recommendations to managers. The dark blue arrows represent the interconnectedness of competencies, business practices and the recommendations in that recommendations yield strategies that can be applied in business, hence the emphasis on the word “Application” and the business practices that are applied aid in strengthening the competencies, hence the emphasis on the word “Strengthen”.

7.3 Recommendations for Managers

Leaders need to acknowledge that if one wants to work in a multinational organization that puts high value on its stakeholders and shareholders, they need to embrace the contextual differences and challenges that come with cross-cultural management, which transpired in Chapter 5. The CCLD Model is a tool that managers can use that provides guidance on

crucial cross-cultural competencies that they need to focus on as well as important tasks, projects and assignments that they need to prepare global leaders with the necessary skills set that will allow for seamless execution of their duties. As an extension to the recommendations presented in the CCLD Model, below are specific recommendations with practical examples to managers on enhancing effective global leadership development. The recommendations include business initiatives that managers can adopt in order to develop leaders that will effectively lead and succeed in international environments representative of a diverse pool of cultures.

- **Cross cultural and interpersonal skills training, exposure through foreign assignments and exchange programs.**

In practice, managers can develop flatter fitter structures that facilitate interactions and allow for agility and adaptability in dealing with emergent global change such as the COVID-19 pandemic and the development of virtual spatial economies, which were concerns that emerged in the findings of the research due to the financial and interpersonal impact that the pandemic has had on MNCs. A practical example would be investing in creating a virtual employee and customer experience in efforts to retain the market that has transitioned into the virtual organisation and e-commerce. These experiences can introduce the various stakeholders to the vision, mission and values of the organisation and portray a culture that cares and leads with a sacred heart. Paying attention to the finer detail can be impactful in displaying empathy because effective communication expands to include intimacy, trust, listening skills, getting personal, inclusion, interactivity and intentionality. Although communication is mostly verbal, intimacy is an important aspect to effective communication, through building rapport with the various stakeholders. This was an emerging construct in the findings when leaders expressed that more than speaking the local language, being open, warm and showing effort can go a long way (Groysberg and Slind, 2012). According to Uhl-Bienand and Arena (2017), enabling leadership allows managers to use internal capabilities and resources to foster a culture that shares knowledge. An example would be investing and exposing leaders to international assignments and exchange programs where they immerse in diverse cultures and worldviews that they can bring back to their own countries in terms of sharing their experiences and building a portfolio of evidence. The findings highlighted that the development of team members and imparting knowledge is a great way to strengthen cross-cultural competencies.

- **Localised approach that ensures alignment to broader organisational culture and strategy**

The nature of MNCs entails that they are complex and therefore the traditional leadership approach where there is bureaucracy and centralisation is a regressive approach. Global leaders need to adopt complexity leadership practices (Lang, 2019). In practice, leaders can foster enabling leadership, which is key in driving successful strategy execution in response to the diverse, complex cross-cultural environments that MNCs find themselves operating in. Managers need to develop adaptive responses by leveraging off the employees, technology, intellectual property and resources in order to translate the global strategy to the local environment and balance the two. These agents are instrumental in co-creating solutions that will give organisations a competitive edge and a going concern in diverse global environments (Uhl-Bienand & Arena, 2017).

- **Diversity, inclusion and transformation initiatives**

Organisations need to put inclusion and diversity at the heart of their business. Organisations can address issues of ethnicity, power, culture, race, gender and class by reconceptualising ethnicity, power, culture, race, gender and class as simultaneous processes of identity, institutional and social practice. Encouraging diverse individuals within the organisation to tell their stories of race, gender, class, sexuality, ethnicity and nation that inform their social identities can achieve this. This can act as a catalyst for bringing about change in the adaptation of dominant views by introducing different perspectives that are hardly made known (Holvino, 2010). A practical suggestion to run an annual diversity and inclusion campaign in order to encourage effective diversity management and one of the themes can be “Sharing our stories”. The organisation can host a webinar in order to encompass not only a country level perspective, but also a worldview, where individuals within the company share their unique stories to encourage embracing differences among the individuals in the work force. These stories can also be posted on the company newsletter and internal colleague engagement site on an ongoing basis throughout the year and can be aligned with significant yearly commemorations of a specific country, for example Black History Month in the UK in October.

Another suggestion is to link internal organisational processes with external societal process in order to align internal organisational practices with the social needs of a particular country (Holvino, 2010). An assessment of the current corporate social responsibility practices of the organisation as well as the graduate programs and re-aligning them to encourage diversity and inclusion. An example is that organisations should ensure that the graduates that are recruited are a fair representation of their transformational targets. Developing a robust evaluation system to monitor their progress is important in crosschecking the progress against the targets. The company can hold town halls to encourage transparency by giving their employees and various stakeholders' frequent updates regarding transformation efforts. The company can offer ongoing training and developmental programs and forums that focus on long-term sustainability. The company can review its human resources management to ensure that it is inclusive and non-discriminatory and that a fair treatment of employees, irrespective of their cultural backgrounds, is encouraged. The benefits of these initiatives are a positive emotional and physical employee well-being, combating social inequalities, encompassing different views to enhance innovation and solution generation, enhancement of the global brand image of a company which translates to attracting and retaining clients and young talent, all of which result in efficiency, high performing teams and organisational growth.

- **Strategic partnerships and collaboration**

Detjen & Webber (2017) highlight strategic shifts that build executive leadership, where the authors mention the importance of conducting research in order to make sense of the complexity of the foreign environment of business. This sense making will allow leaders to leverage off industry networks and internal collaborations with various stakeholders, business units and business partners. From the findings in this research, the participants revealed that in certain countries, the regulator and government play an important role in controlling business activities and therefore forming strategic partnership and relationships, which benefit all the partners, is an integral part of running a seamless organisation. An example of a collaborative partnership with external parties is the involvement in assisting the government achieve some of the Sustainable Development Goals (SDGs). This strategic partnership is key in creating brand awareness and in building a reputable organisation within the local environment and in increasing the demand of the products and services due to sustainability efforts that the organisation is involved in. The research findings also highlighted the importance of obtaining buy-in when

working with cross-cultural teams, therefore an inclusive leadership that seeks the contributions of fellow team members will result in a commitment and delivery of the strategic imperatives because team members will feel valued and ownership and accountability of the execution of the strategy will be amongst everyone. A practical example of enhancing team culture is to hold regular strategy sessions where the leader explores the employees' core needs, aspirations; strengths and fears as well as dissects the local environment of business. These sense-making efforts should also extend to reframe internal uncertainty by ensuring that team members understand the global strategy and make meaningful contributions to align the local strategy to the global strategy. Leaders and managers should also explore options and resources that are available within the organization as well as expertise that they can use to create a coherent space where a resource and knowledge sharing culture is created and the team is reassured, and there is harmony. A proactive attitude of cross-cultural management should be encouraged and being a disruption creator, stepping out of the comfort zone, creating a culture that promotes idea generation, creativity, exploration, experimentation and collaboration is imperative. It is important as a leader to start identifying and planning for external trends and encouraging his team to remain calm and confident amidst the challenges.

- **Business simulations, case studies**

Business simulation programs, role-playing and case studies are great mechanisms to enhance adaptability, flexibility and agility by building skills to enhance conceptual knowledge and allow leaders to gain a big picture overview of their organisation within the sector and country that it operates in and amongst the competitors. This form of learning is interactive and will allow leaders to engage with the material at a more practical and intense manner. Business simulations are a practical means of discovering and avoiding strategies that other companies employed that were complete failure as well as adopting and adapting strategies that other companies have implemented that have been winners. These learning experiences allow leaders to explore different strategies that they can adopt and adapt when entering new markets and levers that they can pull in order to increase demand, to out-perform existing products and services and to be a market leader with a competitive advantage. The programs should be both numeric and scenario based and have a holistic focus by integrating the different aspects of running an organisation. Functions such as human resources, finance, marketing, research, development, and operations. In order to facilitate an environment that embraces constructive feedback and

sharing, the simulations can include teamwork, presentations and feedback. A practical working example would be a business simulation on a South Africa global leader, leading a team in Kenya and introducing an existing South African product that is doing well in South Africa to the Kenyan market.

- **Training, coaching and performance management**

Performance management should be on a continuous basis and include quantitative measures and qualitative performance indicators (Lang, 2019). Managers can therefore introduce a holistic approach where they are also open to constructive feedback. The sessions can encompass financial performance in terms of reaching targets, customer centric innovations that are localised yet aligned to the global organisation offering, employee engagement and peer reviews, community involvement and cultural cohesion. The motivation behind a holistic approach is to encourage employees to focus on enhancing their metacognitive, motivational, cognitive and behavioural CQ. These dimensions of CQ will strengthen their cross-cultural competencies and contribute towards a culturally sensitive organisation that is profitable. Leaders who are poor performers should undergo an assessment of the areas that need improvement and suitable training, a coach and/or mentor assigned to the individual. Alienated employees and leaders should exit the business, as they will contribute to a toxic and pessimistic environment with no drive to succeed.

Incorporating the recommendations above will lead to the development of leaders with strong and sound cultural intelligence, value system, social intelligence, business acumen and learning capabilities. Leaders who are fit to the current business crisis and run effective, efficient, high performing organisations.

7.4 Research Limitations

According to Saunders and Lewis (2012), bias in the interpretation of the study by the author is a risk that can affect the research. In addition to bias, the following are limitations of the research:

- The research focused primarily on one sector, which is the financial services sector, half of the participants were global leaders from the same MNC, and this could affect the generalisability across different sectors. However, the size of the organisation, the spread of the participants across different divisions and countries as well as the type of industry in which the participants operate is reflective of broad diversity that can mitigate this limitation.
- Majority of the participants were male and this could result in gender-based bias taking effect.
- The limited expertise of the researcher as an interviewer could affect the data collection and analysis process as no external expertise were sought.
- The data collection process was affected by the COVID-19 pandemic, which entailed that the interviews be conducted virtually. This could have an impact in the correct observation of reactions and body language of the participants in the absence of face to face interactions.
- The study was based on observer-based perceptions and experiences, which could bring about subjectivity and bias in the outcomes of the research.

7.5 Recommendations for Future Research

Based on the limitations of the study as well as the outcomes and observations, future researchers can employ the recommendations below to contribute more insights and knowledge base to the domain of study by taking into consideration the following:

- In order to improve the triangulation of the study and outcomes, the use of additional data such as human resource and performance reports and project and assignment scopes, in order to introduce a more objective means of measuring behaviour and effectiveness of the participants. Previous research had highlighted the lack of focus on the measurement of effectiveness when exploring the domain of global leadership (Mendenhall et al., 2012; Caligiuri & Dragoni, 2018).
- Drawing from the findings in Chapter 5, the participants expressed that individuals from culturally diverse backgrounds find it easier to manoeuvre culturally diverse countries. This study can be replicated with global leaders that are from a country with a homogeneous culture in efforts to uncover deeper insights into cross-cultural

management challenges and key competencies from the perspective of participants that have limited exposure to cultural diversity (Elenkov et al., 2009).

- The description of the research problem in Chapter 1 emphasised the scarcity of agile and able leaders (Caligiuri & Dragoni, 2018). This study has a 25% representation of women global leaders forming a part of the participants and a lack of transformation efforts was a re-emerging theme in the research outcomes. An interesting future research in the domain of GLD would be to explore women gender and transformation in cross-cultural management.
- Various researchers have linked cross-cultural management studies to performance on a qualitative angle and the participants have relayed, in the research findings, how competencies affect organisational performance (Jokinen, 2005; Jyoti & Kour, 2017). An interesting future study is a quantitative cross-cultural management study to test the relationship between a leader's nationality and the performance of their multicultural teams and draw inferences from the outcomes.
- According Ng et al. (2009a), very little research explores how global leaders can transfer and transform their experiences and accumulated knowledge to assist in the development of future leaders. Interestingly, this study highlighted team development an empowerment as a crucial competency to possess, therefore future research could seek to address this gap by exploring means of how global leaders can transfer expertise.
- An interesting direction for future research would be to explore and investigate the impact of the cross-cultural management challenges associated with ethnicity and the impact on team performance at a country level. Ethnicity appeared as new insights in the research findings.
- A global mind-set is an important competency according to the literature review and it entails the ability for leaders to balance global and local legislation such as regulation (Cohen, 2010). In Chapter 5 of this study, external barriers such as regulation, legislation and infrastructure that affected the execution of cross-cultural managerial duties emerged. A future study with a focus on exploring the impact of external barriers to the success of the MNC could introduce a macro level perspective to the domain of international business.
-

7.6 Conclusion

In an effort to address the gap identified in Chapter 2 of previous research having numerous disintegrated results that have suggested what skills global leaders need to possess, but have failed to provide practical recommendations on the development of these competencies in business, this research has developed the CCLD Model. The model serves as a tool that offers an integrated approach in understanding the key cross-cultural management competencies, the scope of involvement of global leaders in executing their managerial roles in terms of practical international projects, tasks, training, assignments and implementation processes as well as the barriers and challenges that they experience in manoeuvring the complex multi-cultural environments of business. In order to arrive at a set of recommendations that managers can apply in business that will assist in the development of cross-cultural competencies in the existing global leaders and the pipeline of leaders to effectively and successfully lead in MNCs.

This study contributes to new branches of literature in the insights that were uncovered on the constructs of crucial cross-cultural competencies, practical business application and important business activities that can be adopted in order to strengthen these competencies as well as the specific recommendations to managers on effective GLD strategies that are key for the success of the MNC.

REFERENCES

- Adler, N. J. (1983a). Cross-cultural management: Issues to be faced. *International Studies of Management & Organization*, 13(1-2), 7-45.
- Adler, N. J. (1983b). A typology of management studies involving culture. *Journal of international business studies*, 14(2), 29-47.
- Al Ariss, A., Cascio, W. F., & Paauwe, J. (2014). Talent management: Current theories and future research directions. *Journal of World Business*, 49(2), 173-179.
- Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business horizons*, 48(6), 501-512.
- Andresen, M., & Bergdolt, F. (2017). A systematic literature review on the definitions of global mindset and cultural intelligence—merging two different research streams. *The International Journal of Human Resource Management*, 28(1), 170-195.
- Ang, S., Van Dyne, L., Koh, C. K. S., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. (2007). The measurement of cultural intelligence: Effects on cultural judgment and decision making, cultural adaptation, and task performance. *Management and Organization Review*, 3: 335-371.
- Ang, S., & Van Dyne, L. (2008). Handbook of cultural intelligence: theory. *Measurement and Application*. Routledge.
- Ang, S., & Inkpen, A. C. (2008). Cultural intelligence and offshore outsourcing success: A framework of firm-level intercultural capability. *Decision Sciences*, 39(3), 337-358.
- Ang, S., Van Dyne, L., & Tan, M. L. (2011). Cultural intelligence. Cambridge handbook on intelligence.
- Ang, S., & Van Dyne, L. (2015). *Handbook of cultural intelligence: Theory, measurement, and applications*. Routledge.

- Ang, S., Rockstuhl, T., & Tan, M. L. (2015). Cultural intelligence and competencies. *International encyclopedia of social and behavioral sciences*, 2, 433-439.
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The leadership quarterly*, 14(3), 261-295.
- Antonakis, J., & Day, D. V. (2018). Leadership: Past, present, and future.
- Balkundi, P., & Kilduff, M. (2006). The ties that lead: A social network approach to leadership. *The leadership quarterly*, 17(4), 419-439.
- Bartlett, C. A., & Ghoshal, S. (1992). *What is a global manager?*. Harvard Business School.
- Baruch, Y. (2002). No such thing as a global manager. *Business Horizons*, 45(1), 36-42.
- Beamond, M. T., Farndale, E., & Härtel, C. E. (2016). MNE translation of corporate talent management strategies to subsidiaries in emerging economies. *Journal of World Business*, 51(4), 499-510.
- Beechler, S., & Javidan, M. (2007). Leading with a global mindset. *Advances in international management*, 19(7), 131-169.
- Beugelsdijk, S., Kostova, T., Kunst, V.E., Spadafora, E., & van Essen, M. (2018). Cultural distance and firm internationalization: A meta-analytical review and theoretical implications. *Journal of Management*, 44(1), 89-130.
doi:10.1177/0149206317729027.
- Bird, C. M. (2005). How I stopped dreading and learned to love transcription. *Qualitative Inquiry*, 11(2), 226-248.
- Bird, A., & Mendenhall, M. E. (2016). From cross-cultural management to global leadership: Evolution and adaptation. *Journal of World Business*, 51(1), 115-126.

- Black, J. S., & Morrison, A. J. (2020). *The global leadership challenge*. Routledge.
- Brislin, R., Worthley, R., & Macnab, B. (2006). Cultural intelligence: Understanding behaviors that serve people's goals. *Group & Organization Management*, 31(1), 40-55.
- Buckley, P. J., & Ghauri, P. N. (2004). Globalisation, economic geography and the strategy of multinational enterprises. *Journal of International Business Studies*, 35(2), 81-98.
- Caligiuri, P. (2006). Developing global leaders. *Human Resource Management Review*, 16(2), 219-228.
- Caligiuri, P., Noe, R., Nolan, R., Ryan, A. M., & Drasgow, F. (2011). Training, developing, and assessing cross-cultural competence in military personnel. Technical report. Technical Report, U.S. Army Research Institute.
- Caligiuri, P. M., & Dragoni, L. I. S. A. (2018). Developing global leadership talent. *Global Talent Management*, 128-41.
- Caprar, D. V., Devinney, T. M., Kirkman, B. L., & Caligiuri, P. (2015). Conceptualizing and measuring culture in international business and management: From challenges to potential solutions.
- Cavusgil, S. T., & Knight, G. (2015). The born global firm: An entrepreneurial and capabilities perspective on early and rapid internationalization. *Journal of International Business Studies*, 46(1), 3-16.
- Child, J. (2002). Theorizing about organization cross-nationally: Part 1—An introduction. *Managing across cultures: Issues and perspectives*, 26-39.
- Chongcharoen, D., Khan, M. S., & Jankaweekun, P. (2019). Does Global Leadership Development Boost Multinational Corporations (MNCs) Performance?. *Journal of Innovation and Management*, 4(4), 90-98.

- Cohen, S. L. (2010). Effective global leadership requires a global mindset. *Industrial and Commercial Training*.
- Cramton, C. D., & Hinds, P. J. (2014). An embedded model of cultural adaptation in global teams. *Organization Science*, 25(4), 1056-1081. Retrieved from <https://pubsonline.informs.org/doi/10.1287/orsc.2013.0887>.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counseling psychologist*, 35(2), 236-264.
- Crowne, K. A. (2008). What leads to cultural intelligence?. *Business horizons*, 51(5), 391-399
- Crowne, K. A. (2013). Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study. *International Journal of Cross Cultural Management*, 13(1), 5-22.
- Cumberland, D. M., Herd, A., Alagaraja, M., & Kerrick, S. A. (2016). Assessment and development of global leadership competencies in the workplace: A review of literature. *Advances in Developing Human Resources*, 18(3), 301-317.
- Day, D. V., & Antonakis, J. (2013). The future of leadership. *The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development*, 221.
- Detjen, J., & Webber, S. S. (2017). Strategic shifts that build executive leadership. *Business Horizons*, 60(3), 335-343.
- Dekker, W. (2012). Global Mindset and leadership effectiveness. *American Journal of Business and Management*, 1(4): 202-207.
- Detterman, D. K., & Sternberg, R. J. (1986). *What is intelligence?: Contemporary viewpoints on its nature and definition*. Ablex.

- Douglas, C. (2018). *Adapting to Organisational Culture: A Staged Adaptation Model*. (Doctoral dissertation). University of Hertfordshire, England, United Kingdom. Retrieved from <https://uhra.herts.ac.uk/bitstream/handle/2299/20538/14072596%20%20Douglas%20Claire%20final%20version%20of%20submission.pdf?sequence=1>.
- Eisenberg, J., Lee, H. J., Brück, F., Brenner, B., Claes, M. T., Mironski, J., & Bell, R. (2013). Can business schools make students culturally competent? Effects of cross-cultural management courses on cultural intelligence. *Academy of Management Learning & Education*, 12(4), 603-621.
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
- Elenkov, D. S., & Manev, I. M. (2009). Senior expatriate leadership's effects on innovation and the role of cultural intelligence. *Journal of World Business*, 44(4), 357-369.
- Falahat, M., Knight, G., & Alon, I. (2018). Orientations and capabilities of born global firms from emerging markets. *International Marketing Review*.
- Ferraro, G. P., & Briody, E. K. (2017). *The cultural dimension of global business*. Taylor & Francis.
- Flick, U. (2014). *An introduction to qualitative research*. Sage. Sourced from GIBS. (2020). *Applied Business Analysis And Research Report Regulations – 2020*. Illovo, South Africa: Gordon Institute of Business Science.
- Friedman, T. L. (2006). *The world is flat [updated and expanded]: A brief history of the twenty-first century*. Macmillan.
- Fung, K., & Lo, T. (2017). An integrative clinical approach to cultural competent psychotherapy. *Journal of Contemporary Psychotherapy*, 47(2), 65-73.
- Gardner, W.L., Lowe, K.B., Moss, T.W., Mahoney, K.T., and Coglisser, CC. (2010)

“Scholarly leadership of the study of leadership: A review of the Leadership Quarterly 's second decade, 2000-2009.” *The Leadership Quarterly*, 21: 922-958.

Goldsmith, M., Greenberg, C., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Ft Press.

Groysberg, B., & Slind, M. (2012). Leadership is a conversation. *Harvard business review*, 90(6), 76-84.

Harzing AW, Sorge A (2003) The relative impact of country of origin and universal contingencies on internationalization strategies and corporate control in multinational enterprises: worldwide and European perspectives. *Organ Stud* 24:187–214.

Harzing, A. (2018, July 29). Journal quality list (6th ed). *Chartered Associations of Business Schools*, p. 7. Retrieved from <https://charteredabs.org/academic-journal-guide-2018/>

Henderson, L. S., Stackman, R. W., & Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. *International Journal of Project Management*, 36(7), 954-967.

Herd, A., & Lowe, K. (2020). Cross-Cultural Comparative Leadership Studies: A Critical Look to the Future. *The SAGE Handbook of Contemporary Cross-Cultural Management*, 357.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. London: Sage Publications.

Hofstede, G. (1998). Attitudes, values and organizational culture: disentangling the concepts. *Organization Studies*. 19(3), 477–492.
doi:10.1177/017084069801900305.

Holden, N. (2002). *Cross-cultural management: A knowledge management perspective*. Pearson Education.

- Holvino, Evangelina. "Intersections: The simultaneity of race, gender and class in organization studies." *Gender, Work & Organization* 17.3 (2010): 248-277.
- Holt, K., & Seki, K. (2012). Global Leadership: A Developmental Shift for Everyone. *Industrial and Organizational Psychology*, 5(2): 196-215.
- Islam, R., Osman, N., Othman, M. F., & Raihan, M. A. (2019). Impact Of Global Leadership Behaviors On Performance Of Multinational Companies. *Humanities & Social Sciences Reviews*, 7(3), 661-670.
- Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *Academy of management perspectives*, 20(1), 67-90.
- Johanson, J., & Vahlne, J. E. (1977). The internationalization process of the firm—a model of knowledge development and increasing foreign market commitments. *Journal of international business studies*, 8(1), 23-32.
- Jokinen, T. (2005). Global leadership competencies: a review and discussion. *Journal of European industrial training*, 29(3), 199-216.
- Jyoti, J., & Kour, S. (2017). Factors affecting cultural intelligence and its impact on job performance. *Personnel Review*.
- Kets de Vries, M. F., Vriegnaud, P., & Florent-Treacy, E. (2004). The global leadership life inventory: Development and psychometric properties of a 360-degree feedback instrument. *The International Journal of Human Resource Management*, 15(3), 475-492.
- Kim, J., & McLean, G. N. (2015). An integrative framework for global leadership competency: Levels and dimensions. *Human Resource Development International*, 18(3), 235-258.
- Kirkman, B. L., Gibson, C. B., & Shapiro, D. L. (2001). "Exporting" teams: Enhancing the

- implementation and effectiveness of work teams in global affiliates. *Organizational Dynamics*.
- Kim, K., Kirkman, B. L., & Chen, G. (2008). Cultural intelligence and international assignment effectiveness. *Handbook of cultural intelligence: Theory, measurement, and applications*, (Part II), 71-90.
- Kirkman, B. L., Lowe, K. B., & Gibson, C. B. (2006). A quarter century of culture's consequences: A review of empirical research incorporating Hofstede's cultural values framework. *Journal of International Business Studies*, 37, 285-320. doi: 19.1057/palgrave.jibs.8400202.
- Knight, G., Madsen, T. K., & Servais, P. (2004). An inquiry into born-global firms in Europe and the USA. *International Marketing Review*.
- Knight, G. A., & Liesch, P. W. (2016). Internationalization: From incremental to born global. *Journal of World Business*, 51(1), 93-102.
- Kogut, B., & Singh, H. (1988). The effect of national culture on the choice of entry mode. *Journal of international business studies*, 19(3), 411-432.
- Kotter, J.P. (2001). What leaders really do. *Harvard Business Review*, 79(11), 85-96.
- Kroeber, A.L. and Kluckhohn, C. (1952), *Culture: A Critical Review of Concepts and Definitions*, Harvard University Peabody Museum of American Archeology and Ethnology, Cambridge,MA.
- Kurpis, L. V. (2012). Empirical Investigation of Select Personality, Attitudinal, and Experience-Based Antecedents of Cultural Intelligence in Undergraduate Business Students. *Journal of Learning in Higher Education*, 8(1), 47-57.
- Lang, J. C. (2019). Teaching leadership better: A framework for developing contextually-intelligent leadership. *Creative Education*, 10(02), 443.
- Lee, L. Y., & Sukoco, B. M. (2010). The effects of cultural intelligence on expatriate

- performance: The moderating effects of international experience. *The international journal of human resource management*, 21(7), 963-981.
- Leonidou, L. C., Katsikeas, C. S., & Hadjimarcou, J. (2002). Executive insights: Building successful export business relationships: A behavioral perspective. *Journal of international marketing*, 10(3), 96-115.
- Lévi-Strauss, C. (1969). The elementary structures of kinship (No. 340). Beacon Press.
- Levin, K. A. (2006). Study design III: Cross-sectional studies. *Evidence-based dentistry*, 7(1), 24-25.
- Liden, R.C., & Antonakis, J. (2009). Considering context in psychological leadership research. *Human Relations*, 62, 1587-1605.
- Lisak, A., Erez, M., Sui, Y., & Lee, C. (2016). The positive role of global leaders in enhancing multicultural team innovation. *Journal of International Business Studies*, 47(6), 655-673.
- Lokkesmoe, K. J., Kuchinke, K. P., & Ardichvili, A. (2016). Developing cross-cultural awareness through foreign immersion programs. *European Journal of Training and Development*.
- Madsen, T.K. (2013), "Early and rapidly internationalizing ventures: similarities and differences between classifications based on the original international new venture and born global literatures", *Journal of International Entrepreneurship*, Vol. 11 No. 1, pp. 65-79.
- Maclachlann, M. (2017, March 20). Why organisations are failing to develop global leaders. *Communicaid Blog*. <https://www.communicaid.com/cross-cultural-training/blog/develop-global-leaders/>.
- MacNab, B. R. (2012). An experiential approach to cultural intelligence education. *Journal of Management Education*, 36(1), 66-94.

- McBeath, G. (1990). *Practical management development: strategies for management resourcing and development in the 1990s*. Blackwell.
- McQueen, L., & Zimmerman, L. (2006). Using the interpretive narrative research method in interdisciplinary research projects. *Journal of Nursing Education*, 45(11), 475-478.
- Mendenhall, M. E., Osland, J., Bird, A., Oddou, G. R., Stevens, M. J., Maznevski, M., & Stahl, G. K. (Eds.). (2017). *Global leadership: Research, practice, and development*. Routledge.
- Mendenhall, M.E., Reiche, B.S., Bird, A., & Osland, J.S. (2012). Defining the “global” in 53 global leadership. *Journal of World Business*, 47(4): 493-50.
- Mobley, W. H. (2003). Preface. In *Advances in Global Leadership*. Emerald Group Publishing Limited.
- Moran, R. T., Harris, P. R., & Stripp, W. G. (1993). Developing the global organization. *Houston: Gulf Publishing Co., pp160-169*.
- Morley, M. J., Cerdin, J. L., Bird, A., Mendenhall, M., Stevens, M. J., & Oddou, G. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology*.
- Nachum, L., & Zaheer, S. (2005). The persistence of distance? The impact of technology on MNE motivations for foreign investment. *Strategic Management Journal*, 26(8), 747-767.
- Ng, K. Y., Van Dyne, L., & Ang, S. (2009a). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management Learning & Education*, 8(4), 511-526.
- Ng, K. Y., Van Dyne, L., & Ang, S. (2009b). Developing global leaders: The role of international experience and cultural intelligence. In *Advances in global leadership*. Emerald Group Publishing Limited.

Ng, K. Y., Van Dyne, L., & Ang, S. (2012). Cultural intelligence: A review, reflections, and recommendations for future research.

Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage publications.

Osland, J. S., Nielsen, R., & Mendenhall, M. E. (2020). The Birth of a New Field from CCM: Global Leadership. *The SAGE Handbook of Contemporary Cross-Cultural Management*, 375.

Osland, J. S., Li, M., & Wang, Y. (2014). Introduction: The state of global leadership research. *Advances in global leadership*, 8, 1-16.

Osland, J., Bird, A & Oddou, G. (2012) The context of expert global leadership. *Advances in Global Leadership*, 7, 107-124.

Park, S., Jeong, S., Jang, S., Yoon, S. W., & Lim, D. H. (2018). Critical review of global leadership literature: Toward an integrative global leadership framework. *Human Resource Development Review*, 17(1), 95-120.

Paul, J., & Gupta, P. (2014). Process and intensity of internationalization of IT firms—Evidence from India. *International Business Review*, 23(3), 594-603.

Paul, J., & Rosado-Serrano, A. (2019). Gradual internationalization vs born-global/international new venture models. *International Marketing Review*.

Peng, A. C., Van Dyne, L., & Oh, K. (2015). The influence of motivational cultural intelligence on cultural effectiveness based on study abroad: The moderating role of participant's cultural identity. *Journal of Management Education*, 39(5), 572-596.

Pless, N. M., Maak, T., & Stahl, G. K. (2011). Developing responsible global leaders through international service-learning programs: The Ulysses experience. *Academy of Management Learning & Education*, 10(2), 237-260.

Rabbi, F., Ahad, N., Kousar, T., & Ali, T. (2015). Talent management as a source of

- competitive advantage. *Journal of Asian business strategy*, 5(9), 208.
- Reiche, B. S., Bird, A., Mendenhall, M. E., & Osland, J. S. (2017). Contextualizing leadership: A typology of global leadership roles. *Journal of International Business Studies*, 48(5), 552-572.
- Roberts, K. H., Boyacigiller, N., Staw, B. M., & Cummings, L. L. (1984). Cross national organizational research: The grasp of the blind men. *Societal Culture and Management*, 51.
- Rodrik, D. (1997). Sense and nonsense in the globalization debate. *Foreign Policy*, 19-37.
- Rohlfer, S., & Zhang, Y. (2016). Culture studies in international business: paradigmatic shifts. *European Business Review*.
- Rosen, R. T., Rosen, R. H., Digh, P., Phillips, C., & Singer, M. (2000). *Global literacies: Lessons on business leadership and national cultures*. Simon and Schuster.
- Salicru, S., Wassenaar, E., Suerz, E., & Spittle, J. (2016). A case study of global leadership development best practice. *OD Practitioner*, 48(2), 12-20.
- Sageder, M., & Feldbauer-Durstmüller, B. (2019). Management control in multinational companies: a systematic literature review. *Review of Managerial Science*, 13(5), 875-918.
- Saunders, M., & Lewis, P (2012). *Doing Research in Business and Management*. Pearson: Edinburgh Gate: Pearson.
- Schein, E.H. (1985). *Organizational culture and leadership: A dynamic view* (3rd ed). San Francisco, CA: Jossey Bass.
- Shannon, L. M., & Begley, T. M. (2008). Antecedents of the four-factor model of cultural intelligence. *Handbook of cultural intelligence: Theory, measurement, and applications*, 41-55.

- Shapero, M. A., & Collegium, C. C. (2006). Cross-cultural training for hospitality and tourism: Improving service encounters through industry-targeted critical incidents. *Comparative Cultures Collegium. Eckerd College.*
- Silva, A. (2016). What is leadership?. *Journal of Business Studies Quarterly*, 8(1), 1.
- Solomon, A., & Steyn, R. (2017). Leadership styles: The role of cultural intelligence. *SA Journal of Industrial Psychology*, 43(1), 1-12.
- Sparrow, P., Hird, M., & Cooper, C. L. (2015). Strategic talent management. In *Do We Need HR?* (pp. 177-212). Palgrave Macmillan, London.
- Subrahmanyam, S. (2019). Global Leadership Development: A Phenomenological Study. *International Journal of Social Sciences & Educational Studies*, 5(4), 101.
- Suutari, V. (2002). Global leader development: An emerging research agenda. *Career Development International*.
- Theodosiou, M., & Katsikeas, C. S. (2001). Factors influencing the degree of international pricing strategy standardization of multinational corporations. *Journal of International Marketing*, 9(3), 1-18.
- Tarique, I., & Takeuchi, R. (2008). Developing cultural intelligence: The roles of international nonwork experiences. *Handbook of cultural intelligence: Theory, measurement, and applications*, (Part II), 56-70.
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis.
- Thomas, D. C. (2006). Domain and development of cultural intelligence: The importance of mindfulness. *Group & Organization Management*, 31(1), 78-99.
- Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. *Business strategy review*, 7(3), 51-68.

- Tuffour, I. (2017). A critical overview of interpretative phenomenological analysis: a contemporary qualitative research approach. *Journal of Healthcare Communications, 2*(4), 52.
- Uhl-Bien, M., & Arena, M. (2017). Complexity Leadership: Enabling people and Organisations or adaptability. *Organizational Dynamics, 46*, 9-20
- UK Essays (2017) .*Cultural Differences Biggest Challenge For MNCS*. Retrieved from <https://www.ukessays.com/essays/commerce/cultural-differences-biggest-challenge-for-mncs-commerce-essay.php?vref=1>.
- Van Dyne, L., Ang, S., & Koh, C. (2008). Development and validation of the CQS: The cultural intelligence scale. In S. Ang, & L. Van Dyne (Eds.), *Handbook on cultural intelligence: Theory, measurement and applications*: 16-38. New York: M. E. Sharpe.
- Van Dyne, L., Ang, S., & Livermore, D. (2010). Cultural intelligence: A pathway for leading in a rapidly globalizing world. *Leading across differences, 131-138*.
- Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-dimensions of the four factor model of cultural intelligence: Expanding the conceptualization and measurement of cultural intelligence. *Social and personality psychology compass, 6*(4), 295-313.
- Van Dyne, L., Ang, S., & Tan, M. L. (2016). Cultural intelligence.
- With a worldwide shortage in effective leaders, now's the time to develop your leadership skills*. (2018, July 17). SINEWS.
<https://www.studyinternational.com/news/worldwide-shortage-effective-leaders-nows-time-develop-leadership-skills/>
- Wijewantha, P. (2018). Developing the corporate global leadership bench strength through transformational leaders. *Asian Journal of Empirical Research, 8*(12), 453-467.

Yukl, G. 2006. *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Yukl, G. 2013. *Leadership in Organizations*. Eight Edition. United States of America: Pearson Education Limited.

Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. E. (2013). An improved measure of ethical leadership. *Journal of Leadership and Organizational Studies*, 20(1), 38–48. <https://doi.org/10.1177/1548051811429352>

Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review*, 55(3), 67-78.

Zhang, Y., Dolan, S., & Zhou, Y. (2009). Management by values. *Chinese Management Studies*, 3(4), 272.

Zhang, Y. (2013). Expatriate development for cross-cultural adjustment: Effects of cultural distance and cultural intelligence. *Human Resource Development Review*, 12(2), 177-199.

Zhou, L., & Wu, A. (2014). Earliness of internationalization and performance outcomes: Exploring the moderating effects of venture age and international commitment. *Journal of World Business*, 49(1), 132-142.

APPENDICES

Appendix 1: Invitation to Participate In Research Study

Dear Participant

Thank you for affording me your time. As discussed in our telephonic conversation earlier, I have a research report component, which is a compulsory project in the completion of my Masters of Business administration (MBA) degree at the Gordon Institute of Business Science. The title of my research project is 'Effectively Managing in Cross-Cultural Business Environments of Multinational Companies'. The motivation behind the research is to develop specific recommendations on how global leaders can develop effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies.

I would greatly appreciate your insights into the area of study by agreeing to be interviewed on the topic, as I believe that you have the necessary expertise and experience to make a significant contribution to the study. The interview will be in the form of an hour long semi structured, in-depth interview, which I plan to conduct in the month October 2020. The interview will be confidential and anonymous.

Kindly find attached a consent form that you will need to read prior to the commencement of the interview.

Below are research objectives which I wish to achieve through the process of the study:

- To provide insights into effective cross-cultural leadership competencies
- To investigate how global leaders can exercise cross-cultural competencies in practice.
- To provide specific recommendations for the development of global leaders in cross-cultural contexts

Kindly provide confirmation that you agree to take part in the interview and kindly advise your availability and a suitable time in the month of October.

I look forward to hearing from you

Kind regards

Asanda Tengimfene (26106885@mygibs.co.za)

Appendix 2: Consent Form

EFFECTIVELY MANAGING IN CROSS-CULTURAL BUSINESS ENVIRONMENTS OF MULTINATIONAL COMPANIES

Researcher: Asanda Tengimfene, MBA student at the Gordon Institute of Business Science, University of Pretoria

Dear Participant

I am currently a student at the University of Pretoria's Gordon Institute of Business Science and I am completing my research in partial fulfilment of an MBA. I am conducting research on global leadership and am trying to find out more about effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies.

Our interview is expected to last about an hour and will help me to better understand the leadership competencies that are crucial in navigating the complex cross-cultural environments of multinationals. **Your participation is voluntary, and you can withdraw at any time without penalty.** All data will be reported anonymously and treated with confidentiality. If you have any concerns, please contact my supervisor or me. Our details are provided below.

Asanda Tengimfene
26106885@mygibs.co.za
079 776 0728

Karl Hofmeyr
hofmeyrk@gibs.co.za
011 771 4125

Signature of participant: _____ Date: _____

Signature of researcher: Asanda Tengimfene
2020

Date: 19 September

Appendix 3: Interview Guide

INTERVIEW QUESTIONNAIRE

Name:

Start Time:

Organisation:

End Time:

Job Title:

Date:

Dear Participant

Thank you for affording me your time and agreeing to be a participant in the interview. Your insights into this research will be of value.

The title of the research is 'Effectively Managing in Cross-Cultural Business Environments of Multinational Companies'. The motivation behind the research is to develop specific recommendations on effective cross-cultural leadership competencies that are essential when managing in complex business environments of multinational companies. **Your participation is still voluntary, and you can withdraw at any time without penalty.**

This interview is confidential and your identity is kept anonymous. It is a conversational, exploratory and semi-structured interview and I would like to encourage you to speak openly and freely.

Kindly assist in signing the consent form before we begin with the interview and please confirm that you grant me permission to record the interview with an audio recording device?

In order to gain context and insights into your background, I would like to ask a few preliminary interview questions as follows:

- Can you kindly provide me with a brief introduction to who you are including your nationality and cultural background?

- What is your current role within the company and please give me a brief overview of the team that you manage?
- How long have you worked as a manager outside the Head Quarter (HQ) environment?
- How many countries have you worked as a manager in (country, industry)?
- Have you been involved in developing MNC leaders? Please take me through your involvement?

Main interview questions

Research Problem: Given the current challenge that the future growth of international companies faces, which is a shortage of effective global leadership talent, what effective cross-cultural competencies do global leaders need to effectively manage in complex business environments of multinational companies?

1. What is your understanding of the concept of effective global leadership?
2. What qualities and skills specialisation do you have and do you rate are the most important for leaders to have in order to successfully manage a team with cultural differences that is based in a foreign country?
3. Could you please describe a person that you think embodies an exceptional leader in your company (examples of what this person's strengths are)?
4. Describe the types of successful assignments and projects you have been involved in abroad, in your managerial roles within a MNC
5. How have you implemented some of the projects you have been involved in within the organisation?
6. What are some of the recommended formal and informal training that one needs to undertake in order to effectively manage in cross-cultural environments?
7. Are there barriers you have faced that have affected the execution of your management duties? Please explain

8. What challenges have you faced as a leader managing a team overseas in a different cultural context to yours?

9. How do you overcome challenges associated with managing a team from a national and cultural background that is different to yours?

Appendix 4: Key Journals for the Fields of Study

JOURNAL	RANK AND INTERPRETATION
Journal of International Business Studies	4* (A world elite journal)
Organization Science	4* (A world elite journal)
Organization Studies	4* (A world elite journal)
Journal of Management	4* (A world elite journal)
Journal of World Business	4 (A top journal)
Leadership Quarterly	4 (A top journal)
Journal of Organizational Behavior	4 (A top journal)
Academy of Management Learning & Education	4 (A top journal)
The International Journal of Human Resource Management	3 (A highly regarded journal)
Journal of International Management	3 (A highly regarded journal)
Journal of Managerial Psychology	3 (A highly regarded journal)

Appendix 5: Ethical Clearance letter

From: **MastersResearch2020** <MastersResearch2020@gibs.co.za>
Date: Wed, Sep 30, 2020, 1:56 PM
Subject: Ethical Clearance Approved
To: 26106885@mygibs.co.za <26106885@mygibs.co.za>

**Gordon Institute
of Business Science**
University of Pretoria

Ethical Clearance Approved

Dear Asanda Tengimfene,

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.
We wish you everything of the best for the rest of the project.

[Ethical Clearance Form](#)

Kind Regards

This email has been sent from an unmonitored email account. If you have any comments or concerns, please contact the GIBS Research Admin team.