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International Leadership Development

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Objectives

The aims of this chapter are to:

- 01** outline the different definitions of global leadership and their limitations
- 02** introduce a model of leadership development
- 03** outline specific mechanisms to develop global leaders
- 04** reflect on the future development of global leaders in companies

WHAT IS GLOBAL LEADERSHIP?

Mendenhall et al. (2012) differentiate between definitions of global leadership that emphasize state or process or a combination of both.

- State Definition emphasizes specific tasks, roles, and obligations of global leaders.
- Process Definitions emphasizes how global leaders achieve global objectives and interact with their followers.
- Combined Definitions (State and Process) Incorporates both the specific tasks/roles and the process of achieving global objectives.

Limitation

- Ambiguity
- Insufficient Specificity
- Idiosyncratic Nature
- Inadequate Guidance

The right stuff model to develop global leaders

McCall and Hollenbeck's model focuses on the interface between global leaders and their organizations. It emphasizes corporate-initiated international assignments, where employees are temporarily relocated to another country to accomplish specific tasks or organizational goals. Such assignments are seen as efficient means of developing global leadership competencies and are central to MNCs' global talent management systems.

The 'right stuff' model for global leadership development has six elements: talent, experience, the right stuff, business strategy, mechanisms and catalysts.

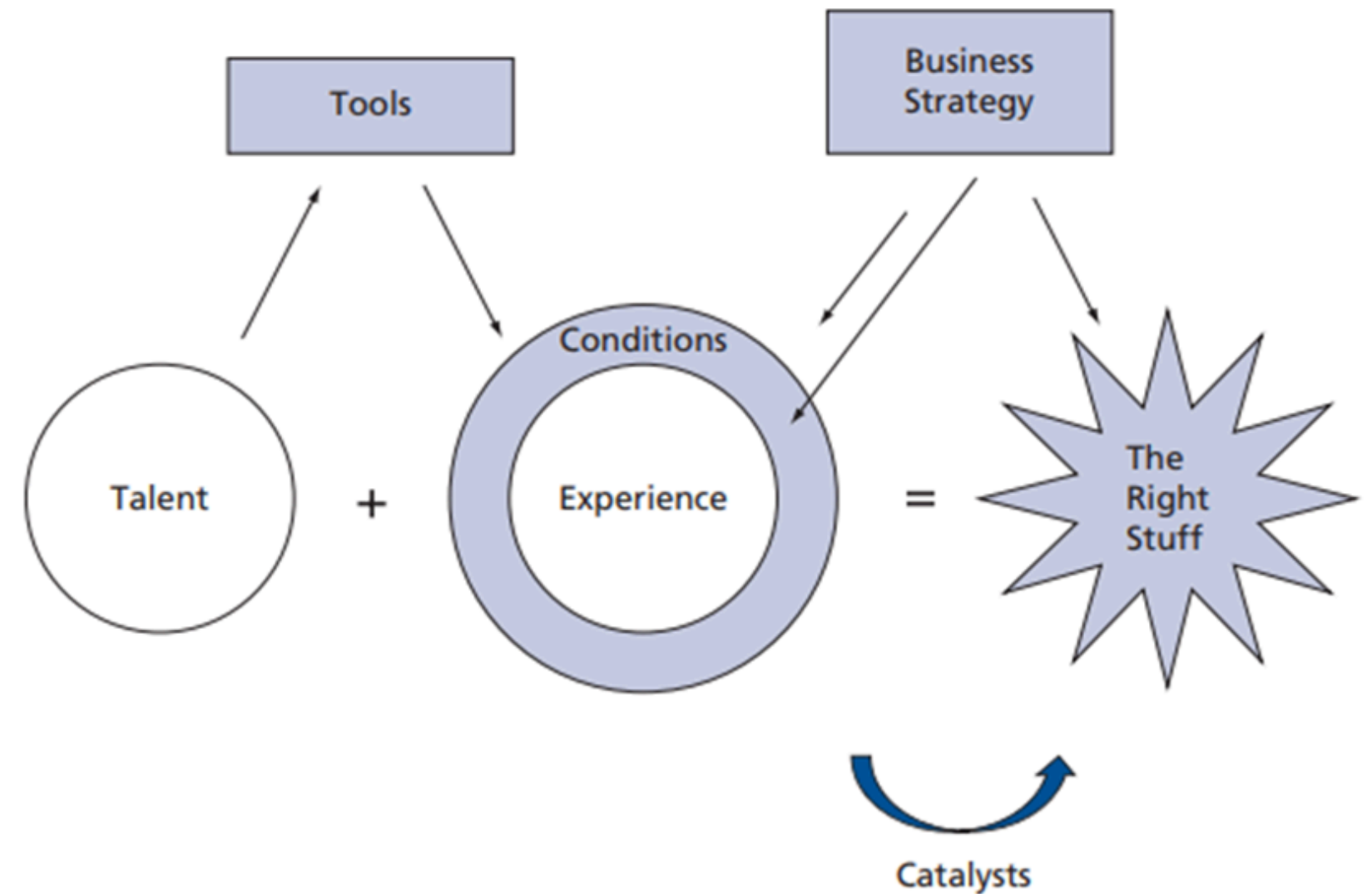
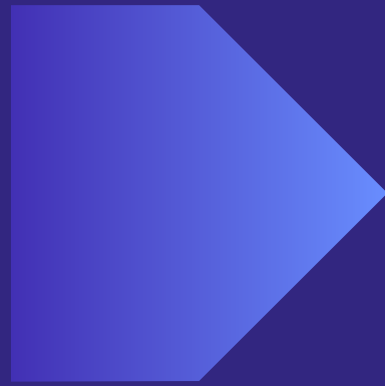


Figure 9.1 A model for developing global leaders
Source: Adapted from McCall and Hollenbeck (2002).



Global leadership development mechanisms

- 1 Pre-departure Cross-cultural Training
- 2 Long-term International Assignments
- 3 Variety of Cross-cultural Experiential Opportunities
- 4 Quality over Quantity in International Experiences
- 5 On-going Cross-cultural Support

Pre-departure Cross-cultural Training

Before embarking on international assignments, it's crucial to provide thorough cross-cultural training to international assignees (IAs).



This training serves several objectives. Firstly, it enables IAs to understand appropriate cultural behaviors and ways of performing in the host country. This involves learning about cultural norms, communication styles, and business etiquette. Secondly, it prepares IAs for unforeseen events in new cultures, helping them anticipate and navigate cultural differences effectively. Lastly, it provides a realistic preview of living and working in the host economy, giving IAs insights into potential challenges and opportunities they may encounter.

Long-term International Assignments



Long-term international assignments have long been recognized as key mechanisms for developing global leaders. During this time, individuals are immersed in a foreign culture, which fosters holistic personal development. This leads to personal change and role innovation as individuals adapt their frame of reference to the new environment. These assignments facilitate cross-cultural leadership development by combining individuals' personality characteristics with high-contact cross-cultural experiences.

Variety of Cross-cultural Experiential Opportunities



Beyond traditional long-term assignments, organizations should offer a variety of cross-cultural experiential opportunities to develop global leaders. This includes participation in global teams, where individuals work with team members from different cultural backgrounds. Additionally, international business travel provides exposure to different cultures through short-term visits. Other opportunities, such as multicultural projects or cross-border collaborations, contribute to broadening individuals' cross-cultural competencies.

Quality over Quantity in International Experiences



While the quantity of international experiences is important, the quality of these experiences matters more for developing global leaders. High-contact cross-cultural experiences, characterized by peer-level interaction, feedback, and learning in a multicultural context, are particularly impactful. Providing a safe learning environment where individuals can take risks and learn from mistakes is essential. Additionally, offering opportunities for individuals to reproduce and refine new behaviors ensures that they can apply these skills effectively in future situations.

On-going Cross-cultural Support



This support may include coaching and mentoring from experienced global leaders, who can offer guidance and advice based on their own experiences. Peer networks can also be valuable for individuals to connect with other international assignees, share experiences, and provide mutual support. Furthermore, organizations should offer cultural adjustment assistance to help individuals acclimate to new environments and address any challenges they may face. By providing continuous support, organizations can ensure that individuals are well-equipped to succeed in their global leadership roles.

Conclusion

The landscape of global leadership development is continually evolving, with significant potential for innovation in the future. One emerging trend in global leadership development is the rise of innovative online learning platforms. Another key trend is the emergence of company-sponsored international volunteer programs.

In conclusion, firms and business schools should aim to maximize the development of global leaders by integrating online education with challenging international assignments. This integration can help prepare leaders to interact effectively with local communities and be culturally sensitive. For instance, ensuring that global leaders learn the local language before traveling abroad can enhance their ability to navigate diverse cultural contexts. By leveraging both online education and international experiences, organizations can cultivate a diverse pool of global leaders equipped to thrive in an increasingly interconnected world.

Case study: TRW

TRW Inc., a global firm specializing in automotive, space defense, and IT, recognized a need for effective global leaders despite its international success. To address this, TRW implemented comprehensive executive development programs. The Business Leadership Program (BLP) targets the top 1% of managers, focusing on global strategy, leadership, and organizational culture over two years. It includes lectures, case studies, and action learning projects. The Global Leadership Program (GLP) is for senior managers lacking global competencies. It consists of three modules, including theoretical learning, action-learning projects, and practical applications. GLP II emphasizes market-driven strategies and sends groups of executives to different nations for projects. The programs aim to develop efficient global leaders, foster cultural diversity among executives, and build adaptability to enhance TRW's competitive advantage in the global market.

Suggestion

A comprehensive global training program for executives should include elements such as cultural competency training, global strategy and market analysis, leadership development, cross-functional collaboration, change management and innovation, business ethics and compliance, international business law and regulations, language and communication skills, risk management and crisis response, and action learning projects. By incorporating these elements, executives can develop the skills, knowledge, and mindset necessary to lead effectively in diverse international environments, drive global business growth, and navigate complex challenges with confidence and competence.



Thank you!

I apologize if there were any mistakes
or shortcomings in the presentation
explanation. See you ;)