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## Enhancing Cultural Intelligence in Global Leaders Through Global Leadership Development Programs: An Exploratory Case Study

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Enhancing Cultural Intelligence in Global Leaders Through Global Leadership  
Development Programs: An Exploratory Case Study

by  
Dalmarie O. Lawrence

An Applied Dissertation Submitted to the  
Abraham S. Fischler College of Education  
and School of Criminal Justice in Partial  
Fulfillment of the Requirements for the  
Degree of Doctor of Education

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2023

## **Approval Page**

This applied dissertation was submitted by Dalmarie O. Lawrence under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and School of Criminal Justice and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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## Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this applied dissertation, I have acknowledged the author's ideas by citing them in the required style.

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Dalmarie O. Lawrence

Name

October 12, 2023

Date

## Acknowledgments

During this doctoral journey, I experienced many peaks and valleys. I had often lost the motivation to continue, but my faith and support network have kept me pursuing this dream. I want to thank God Almighty for His grace, mercy, and favor. In my darkest days, He kept me, and His words reminded me that He did not allow me to come this far in the program, not to finish. To my nephew Barrington “BJ” Beckford, one of my biggest supporters when I began and continued in this journey, “Thank you!” You may not be here with me today on this earth, but I know you have been watching over me and gently pushing me toward this finish line.

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I extend my heartfelt appreciation to my support network, a village of individuals too numerous to list individually. Your unwavering support, kind words, and acts of encouragement have left an enduring mark on my heart. Even when I had reached the point of giving up on this journey and had closed myself off to your inquiries, you persisted. You continued to ask, offer unsolicited advice, and breathe life into my

aspirations. I must admit that at times, I entertained thoughts of distancing myself from you. However, your persistence and willingness to lend a helping hand prevailed. You celebrated every small milestone I achieved on this doctoral journey. I am profoundly grateful that you never abandoned me, even when I had lost faith in myself.

Today, I can look back and smile because there were more valleys than peaks, so many tears were shed in those valleys, and many sleepless nights. But in the end, WE did it!

*For I can do everything through Christ, who gives me strength.*

Philippians 4:13 (NLT)

## Abstract

Enhancing Cultural Intelligence in Global Leaders Through Global Leadership Development Programs: An Exploratory Case Study, 2023: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: coaching, cultural awareness, cultural intelligence, experience-based learning, global leadership, global leadership development programs, globalization, international

This exploratory single case study aimed to gain an understanding of the best practices of the types of global leadership development programs that organizations are offering mid-level leaders and the effectiveness on developing cultural intelligence. Additionally, how these mid-level leaders transferred the knowledge and skills acquired from these programs were examined.

Globalization has led to diverse workforces in organizations, requiring leaders to possess specific competencies. These include inspiring and motivating employees, showing empathy, taking risks, managing change, and leading diverse teams. Global leaders must adapt to the evolving roles by developing skills in diverse effectiveness, managing paradoxes, measuring employee experiences, and appreciating cultural differences. In today's global environment, these competencies are essential for leaders to maintain a competitive advantage.

To develop successful global leaders, organizations should focus on strategies such as understanding cultural and societal influences, transitioning knowledge into mindful behavior in global contexts, and emphasizing the host country's culture in global leadership development programs. By encouraging leaders to gain intercultural experiences, this can help in acclimating to global roles, build relationships, and develop key global leadership competencies. Curiosity about other cultures and a commitment to continuous learning are also critical qualities for successful global leaders.

This study highlighted the importance of cultural intelligence as a fundamental soft skill for enhancing leader and organizational success that can be fostered through global leadership development programs. When developing these programs, organizations should take into consideration factors such as mid-level leaders' motivation to understand diverse cultural groups and the organization's commitment and strategy. It was concluded that coaching and experience-based learning are best practices for developing cultural intelligence in mid-level leaders. These programs can be offered individually or concurrently by utilizing various training and development methods. Successful completion of these programs enables mid-level leaders to better recognize cultural differences in their interactions, and consequently, lead to more effective communication.

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## **Chapter 1: Introduction**

### **Statement of the Problem**

Globalization has, among other effects, increased the interactions between different cultures. Similarly, expatriate roles become more differentiated because of international expansion (Lakshman, & Lakshman, 2017). Consequently, organizations wanting to succeed globally must ensure effective development and training strategies are in place to prepare leaders, as this is necessary to the organization's growth and performance (Mansour & Wood, 2010). Therefore, training should be in accordance with the business strategy of the organization, talent management and training programs should be evaluated and restructured, and the strengths and weaknesses of individuals and groups should be evaluated to ensure that organizations are set up for sustained long-term expansion globally (Schwartz, 2011), thereby creating legitimacy of control for global leaders. Also, the use of live classroom-based development programs, collaboration with colleges, ensuring the utilization of skills in the workplace, and having an effective success measure in place adds value to the organization and ensures that the program's curriculum remains current and relevant. It is also imperative that uniformity of supervisory and management practices across the organization remain consistent (Prager & Such, 2010).

Next, there is value associated with effective leadership development to foster teamwork and collaboration (Scott & Webber, 2008); however, "not all managers adopt a facilitative coaching role" (Ellinger et al., 2008, par. 2), so the quality of the relational experience, might be compromised. Canals (2014) explained that to ensure long-term success of global organizations, Chief Executive Officer's (CEO) should include global

leadership development as one of the foremost prerequisites in their organizational strategic plan. For example, in 2012 the American Management Association [AMA] conducted a study and one significant finding was that most organizations fail continuously in the global business environment due to a lack of development for global leaders. In the same study by the AMA, it was concurrently concluded that an increasingly direct relationship exists that links global leadership development programs and overall organization performance (AMA, 2012). Additionally, in a joint study carried out by the Development Dimensions International and The Institute of Executive Development that consisted of 12,000 leaders across 76 countries, it was concluded that a significant number of executive development experts who participated identified the scarcity of global leadership talent as the leading business challenge associated with globalization for their respective organizations (Terrell & Rosenbusch, 2013).

The big challenge about the future of globalization revolves around leadership. In fact, global leaders face three specific facets of globalization that create complexity of relations: proximity, location, and attitude (Najaf et al., 2017). The influence of globalization on leadership is profound in several key aspects. Organizations now have access to an exceptionally diverse workforce spread across the globe with specialized skills and expertise. Whether individuals have considered internships, careers on a global scale, or had the chance to study abroad or engage in international service, they are increasingly exposed to the globalized nature of work. Successful global leadership requires the development, nurturing, and promotion of productive relationships with individuals possessing diverse cultural, educational, and technical backgrounds. Another leadership challenge introduced by globalization is the difference in communication and

interaction norms across globally dispersed organizations. Research has suggested that leaders may learn that approaches that have been effective in location may not necessarily yield the same results in others (Carbone, 2023). For instance, Dewhurst et al. (2011) revealed that leaders in global organizations are inclined to face more challenges than their colleagues in locally situated organizations when it comes to establishing a shared vision with followers, organizing work processes, and fostering innovation and learning as what proves successful in one location may not seamlessly transfer to another. Finally, organizations are increasingly dependent on virtual teams who collaborate through technology and not face-to-face interactions. These teams are dynamic and allow flexibility in participation from members representing various countries and cultures who possess an array of expertise and experience. These challenges are heightened for virtual teams who might never have in-person interactions and depend fully on digital technology to complete their work assignments (Carbone, 2023). Simply, globalization has contributed to increased levels of complexity and challenges that have caused top level management teams to recognize the need to commit to the development of leaders throughout the organization to sustain high performance (Gholba & Dyaram, 2016).

Because of the current shift in corporate practices, opportunities in the global environment have afforded leaders who travel to foreign countries the need to communicate effectively with colleagues and clients from diverse cultures (Washington, et al., 2012). The success of organizations in the global environment depends on the competence and competitive advantage these organizations possess in both the domestic and global environment, as well as how effective communication is between their leaders and stakeholders (Beckers & Bsai, 2014; Washington et al., 2012).

To promote organizational success globally, cultural differences and effective intercultural communication competence must be understood to connect the communication gap across countries participating in international business (Okoro, 2012; Hawkins, 2015). Misunderstanding can occur across cultures because of differences in values. A cultural difference could occur between people who have values that others perceive as unusual and lead to misconceptions about how various cultures recognize time, thought process and perceptions, personal boundaries, language, religion, and different languages. Due to the varying interactions between individuals of diverse cultures, to achieve and maintain success in the global environment, global leaders will need to develop intercultural competencies as a fundamental component for international business (Saeed, 2007).

Culture is a multifaceted phenomenon that tends to be either macro or micro. In the macro view, it can be distinguished by general behavioral patterns based on national culture. While in the micro view, it is more specific to context, such as regional and religious culture (Lawrence, 2015). Conversely, leaders will need to be aware of culture diversity and how communication styles differ across cultures in both verbal and non-verbal communication (Hawkins, 2015). Of course, the ability of global organizations to succeed is affected by leaders who lack understanding of the correct business etiquette, customs, and values of the country in which business is being conducted (Okoro, 2012).

Countries have differences in their political, economic, and industrial environments, regional leadership practices, and policies and procedures. Due to this, when preparing global leaders, organizations will need to take into consideration regional concerns when developing global leadership programs (Turner et al., 2018). Additionally,

they will need to identify individuals who have a desire to become more culturally aware and a willingness to learn about other cultures to develop business relationships in the global environment (Lawrence, 2015; Beckers & Bsai, 2014; Washington et al., 2012).

According to the AMA's fifth annual global leadership development study, it was determined that most organizational leaders have demonstrated little advancement in ensuring that their executive leaders are equipped to perform in the global environment. In the 2010 study, of the 939 usable responses gathered from an email campaign sent to predominantly high-level business, HR, and management professionals, 42 % deemed their programs to be effective at a higher degree compared to 19 % in 2014. While organizations have increased awareness of the importance of developing their leaders to be effective in the global environment, the use of self-assessments to gauge the effectiveness of the development of global leadership have been reduced compared to previous years (AMA, 2014).

One of the most recognized challenges that organizations are being faced with is cultural diversity. This is due to organizations not acknowledging the effectiveness of cultural differences in achieving competitive advantage and not taking into consideration the necessary skills to manage it (Nosratabadi et al., 2020). Chai et al. (2016) emphasized that leaders given assignments abroad failed approximately 33% of the time because of insufficient cultural awareness to the country in which they were sent. This is a result of the use of leadership capabilities that were developed based on domestic culture and not that of the country in which they are located (Chai et al., 2016). Accordingly, the problem remains that even though organizational leaders may have a desire and need to facilitate effective cultural awareness, there remains disregard for and inconsistencies in the

offering of specific and effective development programs for global leaders (Muczyk & Holt, 2008; Cabrera & Unruh, 2013).

### ***Phenomenon of Interest***

The phenomenon of interest in this study was to identify the types of global leadership development programs being offered to effectively develop cultural intelligence. Davis (2015) expounded that organizations are making good strides in offering programs that support the development of the competencies that are critical for effective global leadership. Ratanjee (2019) explained that the AMA conducted a study and concluded that of the nearly 1,400 participating organizations, 48% recognized that developing global competencies in their leaders is of key importance. However, only 18% of these organizations acknowledged that they possess a robust global leadership pipeline that is needed to achieve their future organizational challenges.

There is a unique set of skills and competencies that are necessary for global leaders to be successful. These skills and competencies were identified and categorized in groups based on cultural awareness and sensitivity, global mindset, experiential learning, relationship building, communication, characteristics, and knowledge and skills (Dunn et al., 2012; Terrell & Rosenbusch, 2012; Forsyth & Maranga, 2015). Being culturally aware is associated with being open minded, accepting the differences between cultures, having an interest in, and willingness to learn about different cultures (Terrell & Rosenbusch, 2012). Organizations require leaders equipped with intuitive and practical skills to effectively navigate them through the intricacies of the dynamic global environment. These leaders must be adept at anticipating swift economic and cultural shifts, especially amid the rapid growth of globalization (Bahrami et al., 2016). In cross-

cultural contexts, possessing cultural intelligence is a crucial soft skill for global leaders to communicate effectively within diverse environments (Nosratabadi et al., 2020). In response to this, an increasing number of organizational leaders are integrating cultural intelligence assessments and training in their development programs (Livermore & Van Dyne, 2015). However, there are still discussions about the effectiveness of these specific training programs. Despite these ongoing discussions, it is widely acknowledged that intercultural training influences the success of an organization's leaders (Hart et al., 2019).

### ***Background and Justification***

Globalization has changed the way in which organizations function domestically and internationally. As of the 1980s, it has been referred to as modern globalization and has been increasingly integrated into the way in which organizations communicate across borders, use technology, and trade. Due to this, it is important that multinational organizational leaders have global leadership experiences and skills that contribute to their success globally (Walker, 2018). In response, multinational organizations have become aware that leaders must be able to balance between the integration of global customs and morals while being responsive to local ideals (Maak et al., 2014).

Two comprehensive categories of skills linked to global leadership are identified: technical and social. The technical competencies are based on knowing and applying the concepts, models, and techniques that are acquired and practical. Comparatively, social competencies are associated with characteristics and mindsets, cognitive perspectives, and intercultural connections (Mendenhall & Bird, 2013). Consequently, one of the most identified reasons that organizations fail in the global environment is that leaders are not



adept at understanding and adapting to another country's mindset and behavior rather than a lack of technical or professional competence (O'Rourke, 2010).

There are organizations that have successfully competed in the global environment while others have failed. The failure of these organizations has been attributed to business being conducted and focused on the organization's culture rather than the external culture in which it operates, and transactions are occurring, or the lack of proper adaptation of leaders assigned in other countries (Okoro, 2012). As the need for global leaders continues to grow, deficiencies have been identified in how they are being prepared to manage the interpersonal dynamics within the global business context (Alon & Higgins, 2005). Potential global leaders are not being provided with adequate cross-cultural training by their organizations that will assist them in having a better understanding of their individual culturally determined stereotypes and communication preferences. Cross-cultural training will provide an opportunity for global leaders to be more accepting and understanding of cultural differences (Chitakornkijasil, 2010). When incorporating cultural competence training for global leaders, awareness of both oneself and others, and the consequences of ethnocentrism and cultural norms should be included (Goodman, 2012).

Without cultural awareness training, leaders may lack the preparation to operate effectively on a global scale and might unintentionally hinder the formation of new intercultural relationships or endanger existing long-term relationships. Understanding the impact of cultural awareness is imperative; therefore, organizational leaders through an understanding and application of cultural awareness training approaches can foster an inclusive culture and improve team engagement (Hart et al., 2019).

### ***Deficiencies in the Evidence***

A significant component of success in the global market is understanding the role that culture plays and the need to provide development programs for global leaders. Washington et al. (2012) noted that although success in the international market relies largely on the behavior of leaders in different cultures, there have been limited attempts to better understand the role of business etiquette in developing international business relationships (p. 218). While organizations have offered cultural intelligence training in the form of cultural immersion to their leaders in alignment with organizational goals, substantial research has shown that various factors change the way in which extended time is spent in other cultures impacts cultural intelligence. This study was intended to examine the types of leadership development programs being offered to develop cultural intelligence for mid-level leaders, the best practices employed by organizations, how effective these programs were, and determine how these leaders transfer the knowledge learned in training into practice.

### ***Audience***

With the growing prevalence of globalization in organizations, there has been an escalating demand for global leaders in both domestic and international markets. The audience of this study includes organizations with an international presence or planning on going global, such as Chief Learning Officers (CLO) of organizations in charge of designing and implementing global leadership programs and researchers in the field of leadership and global leaders, as training for cultural intelligence involves both leadership and environments.

## **Definition of Terms**

**Culture** describes Similar characteristics of a group of people based on a set of beliefs, rules, techniques, institutions, and instruments (Fernandez-Souto et al., 2015).

**Cultural awareness** involves understanding the differences between cultures, how it affects the perception of oneself, and how to interact with others interculturally (Hart et al., 2019).

**Cultural intelligence** is a person's ability to perform and manage successfully in culturally diverse situations (Ang & Van Dyne, 2008).

**Globalization** incorporates trade, financial, social-cultural, and technological processes to bring together people and businesses across nations (Karadagli, 2012).

**Global leaders** are organizational leaders who participate in global leadership activities that includes facilitating expansions into foreign markets, formulating global strategies, and effectively managing and motivating diverse work teams domestically and internationally (Caligiuri & Tarique, 2009).

**Global leadership** entails being able to influence the thoughts, attitudes, and behaviors of a diverse work team both domestically and internationally to collaborate effectively to attain shared visions and goals (Bird et al., 2010).

**Intercultural communication** is communication that occurs between individuals of various cultures through specific communication patterns, styles and preferences, and different languages (Teodorescu, 2013).

**Intercultural competence** is being able to interact effectively and efficiently across multiple cultures (Varner & Beamer, 2011).

**Intercultural training** is the process of offering learning opportunities to

enhance an individual's ability to acclimate and work in an international environment (Brown & Martindale, 2012).

**Mid-level leaders** are individuals in a managerial or directorial role in an organization. These individuals typically oversee changes as they occur and ensure that organizational strategies are upheld (Oesch, 2018).

### **Purpose of the Study**

The intent of this study was to examine the types of leadership development programs that were being offered to develop cultural intelligence in mid-level leaders. It reviewed secondary documents from the AMA and International Leadership Association (ILA) to identify the best practices of global organizations for developing cultural intelligence, the effectiveness of these programs, and how these mid-level leaders transfer the knowledge acquired into practice. According to Bird and Mendenhall (2016), in the early stages of the global leadership phenomenon the focus of researchers has been on how to effectively develop global leaders. Exhibiting global leadership competencies is essential in ensuring that high potential global leaders successfully complete global leadership development programs and promote organizational success.

## Chapter 2: Literature Review

### Introduction

Due to globalization, organizations have experienced an increase in the diversity of their workforces. This has resulted in the need for leaders to become more aware of and being able to understand the management of employees with different beliefs, expectations, and values (Yukl, 2013). Over the last five decades, as globalization continues, there has been an increase in the way in which organizations, individuals, and countries interact domestically and internationally. This change in interactions, interconnectedness, and integration has resulted in organizations and individuals being faced with the need for competitive advantage in the global environment (Tarique et al., 2015). As the diversity in the workforce increases, leaders who are based in their organization's home country can also be considered as global leaders as their role necessitates collaboration with individuals from diverse cultures (Conger, 2014).

Over the years, the roles and responsibilities of global human resource management have increased respectively due to organizations becoming more complex and interconnected. Consequently, global human resource management has become like the wide-ranging development of organizational strategic plans that initially triggered the development and implementation of HR systems that were successful nationally. Global human resource management has become more focused on creating a balance between domestic and global operations that goes beyond the bottom line. Subsequently, advancements have been made in the way in which expatriates are managed to one in which focus has been placed on a varied array of strategies that encompass relocating international employees to host countries, the alignment of important HR strategies with the needs of locals, and the selection of distinguishing insights and knowledge from

specific regions (Cascio & Boudreau, 2016).

### **Theoretical Perspective**

As society becomes enthralled across borders, the need for global leadership has become a necessity at a continuously increasing rate (Caldwell, 2015). As such, global leadership development programs are needed to ensure that potential global leaders possess the essential competencies to succeed. The steady growth of globalization has prompted international organizations to send employees abroad on assignments in an act to increase their competitive advantage in the global market (Stock & Ozbek-Potthoff, 2014).

Culture affects the series of organizational, strategic, and integration process matters that are theoretically pertinent for success. As such, the development of global leaders is imperative to organizational success while allowing employees from various cultures to interact as the cultural differences between leaders and employees impacts the relationship between the two groups (Stroh & Johnson, 2015). In terms of leadership development, it is suggested that leaders become more involved with individuals, communities, and societies globally. Awareness of the key leadership competencies that define a global leader assist in identifying the current trends and incorporating them for the future (Caldwell, 2015). By understanding the culture of the region in which an organization conducts business, it is necessary for globalization to be enhanced as it brings cultural diversity and change, though adjustment is not easy but feasible (Azibo, 2015). A global leader may become stagnant and remain ethnocentric when there is a lack of active understanding of cultural differences. As it relates to organizational effectiveness, they should aim to become more ethno-relative (Caldwell, 2015).

The theoretical frameworks that were applied in this research study are transformative learning theory and transformational leadership theory. The transformative learning theory is based on the fundamental concept that individuals possess an instinctive tendency to derive meaning from their life experiences. They develop interpretations of these experiences and subsequently utilize them to model their decision-making process. As a result, these decisions determine how they acquire their knowledge and beliefs (Mezirow, 1990). However, it is essential to highlight that individuals are not limited to their initial interpretations. The alignment of these interpretations with personal beliefs makes them more receptive to the influences of social norms and constructs in the way they think and behave (Cranton & Taylor, 2012). Acknowledging the constraints of these dated contexts (e.g., beliefs and assumptions), transformative learning can inspire individuals to be proactive to act, as a natural consequence of this approach (Mezirow, 1990). When preparing executives for global assignments, HRMs may offer opportunities such as mentorships with local hosts or immersing the executive into the culture to gain an understanding of significant history and cultural symbols. These opportunities allow interaction with locals and can be used to understand the fundamentals of the culture while allowing these individuals to experience the immersion transformational triggers associated with the change in the learning process and the development of intercultural competencies (Clapp-Smith & Werning, 2013).

As global economies experience an increased distribution of goods, services, values, and technologies due to globalization, the merging of cultures has created a universal outline of economic, political, and cultural organization in which

transformational leadership is more appropriate (Ghasabeh et al., 2015). By providing global leadership development programs, organizations are developing global leaders who can be transformative agents who assist in cultivating organizational effectiveness (Caldwell, 2015). Transformation leadership theory involves leaders who actively engage with others to establish a profound connection that elevates motivation and ethical standards for both the leader and follower. Such leaders demonstrate a deep awareness of their followers' needs and motivations while striving to assist them in realizing their full potential. This approach emphasizes the importance of leaders understanding and adapting to the unique needs and motivation of their followers. Transformational leaders are acknowledged as agents of change, distinguished by their exemplary role modeling abilities of creating and communicating a coherent vision for an organization. They empower their followers to achieve elevated standards, conduct themselves in a manner that promotes trust, and instill organizational life with profound purpose and significance (Northouse, 2013). This theory is also grounded in three critical components: vision, energy, and empowerment. It is comprised of developing a persuasive vision of realizing the need for change, establishing strategies, and forming behaviors that will contribute to its realization. It also requires a substantial commitment of energy from both leaders and followers while demonstrating individual initiatives and confidence in shared success and endorsing incentives for any significant change in attaining the desired goal (Steers et al., 2012; Metcalf & Benn, 2013; Aleksic, 2016).

### **The Evolution of International Business**

The foundation of international business became known following World War II when many organizations attempted to put in place a new international economic order



that resulted in increased world trade, foreign investment, and competitiveness both domestically and abroad. As of the 1990s, organizations were beginning to be global by exporting and following the guidelines set in place to become international as soon as possible. As organizations entered the new millennium, development became different as new trends emerged and globalization created a new world order; it was necessary to have business conducted between various countries, and emerging markets became a new goal to be achieved (Fernandez-Souto et al., 2015). As a result, the 21st century has created a different leadership landscape than the times that have preceded it (Kim & Hays, 2010).

As the world becomes more global and interconnected, more leaders are required to work in global teams as organizations undertake global projects and operations by creating partnerships, alliances, or having collaborative arrangements in countries other than their home countries. This has created a need for global leaders to acquire new skills for global leadership that extends beyond those that were necessary for expatriate managers to be successful (Kezar & Carducci, 2007; Bird & Mendenhall, 2016). Likewise, it is imperative that leaders who operate domestically must undertake responsibilities as global leaders because of global expansion, technological advancements, and today's shifting work environment (Conger, 2014; Cumberland et al., 2016).

While the need for global leaders increases, there are significant shortages in preparing leaders for the global business environment (Alon & Higgins, 2005; Conger, 2014). This is due to organizations failing to incorporate the idea of global leadership into their talent management systems (Conger, 2014). Suutari (2002) identified five reasons

why there are shortages in developing global leaders. These are:

1. Global competencies are not developed by leaders.
2. Within the business environment, a deficiency of global leaders exists.
3. Organizations lack an understanding of how to develop global leaders.
4. A comprehensive global leadership development program is offered in only 8% of Fortune 500 organizations.
5. There is a need for a more comprehensive understanding of the link between managerial competencies and global leadership.

### **Organizational Culture**

In today's global environment, to be successful, organizations must remain competitive. Important to this work is the organization's culture. There is a significant amount of literature regarding the value of cross-cultural competencies and cultural differences, thereby providing a basis for understanding organizational culture. Kattman (2014) reminded us that externally the culture within organizations can either be recognized or unrecognized. These attributes could be associated with the approved dress code, the way in which internal and external stakeholders communicate, as well as the overall management style. Organizational culture tends to be similar to the national culture. However, there is a difference between organizational and national cultures, in which organizational culture is often learned in adult life while national culture is learned at a young age and carries over to adult life (p. 655).

According to Kotter and Heskett (cited in Kim & McLean, 2015) organizational leadership plays a crucial role in the success or failure of cultural changes implemented during organizational change. Consequently, in response to globalization, the role of

global leaders is critical to organizational success as change is implemented. Leaders become responsible for ensuring that changes in organizational culture, structure, and strategies are clearly communicated to organizational members and integrated in the new work environment (Burke, 2011). To achieve this, global leaders need to possess specific competencies that allow them to address complex issues in the global environment when developing and implementing organizational change. Accordingly, domestic leaders will need to have global leadership competencies as they participate in the global economy due to globalization (Kim & McLean, 2015). The influence of global leaders is frequently reflected in the culture of the organization's home country and is a mix between local and corporate culture. This mix creates a uniqueness as other global organizations are faced with similar challenges in identifying and integrating talent within the organization globally (White & Shullman, 2012).

The culture within global organizations is based on values established by senior leadership, and the values of the country in which operations are may or not be fundamental to these values. As such, the culture of global organizations may create organizational citizenship as globalization becomes more dominant (Miroshnik, 2012). The development of global leaders and organizational citizenship is a significant role that HRD professionals can undertake (Kim & McLean, 2015). The development of organizational citizenship in successful global organizations can be attributed to organization cultures going beyond that of national cultures and creating a collective force of traits that influences business practices. Building on this, the organizational culture is shaped by the strategic goals, values, and mission of the organization. These values eventually build employee commitment which is a dynamic measurement of

organizational success that focuses on organizational citizenship (Miroshnik, 2012).

### **Global Leaders**

In the contemporary global landscape, global leaders have a pivotal role, responsible for guiding a diverse group of employees and ensuring that their organization maintains a competitive edge (Davis, 2018). Like other leaders, it is imperative that global leaders possess basic leadership competencies. These competencies include the ability to inspire, motivate, be empathetic, take risks, manage change, and lead a diverse population toward a shared objective (Dunn et al., 2012; Davis, 2018). However, it needs to be understood that there are differences in motivational factors between cultures and being able to use the most suitable motivational interventions that results in effective leadership in diverse teams (Goldsmith et al., 2003). Along with leading diverse teams, it is important that global leaders can lead virtual teams with minimal face-to-face interactions (Bird, 2013). Global leaders must also adeptly navigate changes, respond to demands, and meet the expectations of stakeholders on a global scale while simultaneously contributing to the advancement of economic and societal progress using a global conscientiousness and sustainable approach (Pless et al., 2011).

Global leaders are responsible for tasks that are very diverse and may include collaborating and negotiating with internal and external stakeholders that are in various parts of the world, communicating in different languages, or providing support to colleagues from different ethnic and national backgrounds (Caligiuri, 2006). Additionally, they must possess certain characteristics to be successful. These characteristics include motivation to lead on a global scale, possessing a global mindset, a disposition for learning, an orientation towards change (Knoll & Sternad, 2021), and

cultural acumen (Hinderleter, 2015).

An important characteristic of a successful global leader is being motivated to lead people globally (Farndale et al., 2010). This involves a general aspiration to operate within the global environment while endeavoring to attain high performance in a diverse, global work setting (Jokinen, 2005). A second characteristic is having a global mindset that is defined as being receptive and supportive for various cultures and markets while being able to integrate these differences (Gupta & Govindarajan, 2002). An example of having a global mindset is being respectful of the individuality of others and being appreciative of the diversity afforded working with others globally (Bird, 2013). In conjunction with having a global mindset, global leaders need to have a global assessment of the way in which business is conducted even as they understand and knowingly recognize global interconnectivity (Goldsmith et al., 2003). A third key characteristic of a global leader is being learning-oriented. This includes a willingness to continuously invest in one's personal and professional development (Jokinen, 2005), being receptive to constructive criticism and feedback, being open to learning from failed attempts, and habitually asking questions (Dunn et al., 2012). Furthermore, it is important that global leaders are open to learning from others and about their cultures (Bird & Osland, 2004; Smith et al., 2009). A fourth characteristic is being change-oriented. This means that global leaders work on developing not just themselves but also their organizations (Bird, 2013). These leaders tend to be responsive to change (Turner et al., 2019) and continuously explore growth opportunities and innovative methods of improving their organization's performance (Marquardt & Berger, 2000). Working in a dynamic global environment also requires them to perceive changes as opportunities, take

proactive measures, and be supportive of others' creativity (Goldsmith et al., 2003). Finally, it is important that leaders demonstrate cultural acumen as this necessitates the building of trust, improves communication, and establishes networks when working in the global environment. Additionally, it is imperative that global leaders understand the various regulatory forces in local markets, such as legal, governmental, and environmental laws and customs. They must also be aware of the competitive landscapes and accessible workforce unique to each culture (Hinderleter, 2015).

### **Global Leadership**

In today's organizations, as roles have evolved from a single-culture context to include various cross-cultural competencies, many successful leaders can be considered global leaders. In response to this, there have been significant developmental changes that are needed for leaders, such as (a) the development of diverse effectiveness, (b) competence in managing the paradoxes linked with global work, (c) the promotion of measuring experiences, and (d) the appreciation of individuality based on cultural differences (Holt & Seki, 2015).

The definition of global leadership provides a framework for comprehending the challenges of functioning in a global setting. It characterizes global leadership as the capability to influence individuals from diverse cultures to embrace a shared vision. Equally important is having a clear definition of what positive global leadership constitutes, individually and in both the domestic and global environment. This work adopts Youssef and Luthans' (2012) definition, which is:

The systematic and integrated manifestation of leadership traits, processes, intentional behaviors, and performance outcomes that are elevating, exceptional

and affirmatory of the strengths, capabilities and developmental potential of leaders, their followers, and their organizations over time and across cultures (p. 541).

Global leadership constitutes the ability to instigate significant positive change in the global environment. This is achieved by forming teams with a foundation of trust, and mutual respect and creating organizational structures and processes that include cross-cultural stakeholders, experts, and a culture that is comprehensive of cultural, social, and geographical complexities (Shakeel & Saidalvi, 2019). It is the ability to achieve topmost performance by tapping into the talents and potential of a diverse workforce, organizations, and economies. Global leaders should be able to identify and develop potential in others and organizations to attain success in an unstable, ambiguous, and complex world. The concept of global leadership is not to discriminate among leaders based on the roles they undertake but to include them in the conversation with the intent to develop effective leadership, global competency, and responsibilities that promote talent and potential in the global environment (Dunn et al., 2012). For the most part, global leaders introduce structures and methods to foster positive change and impact a diverse group of individuals, who collectively work together to achieve shared goals and visions characterized by considerable degrees of intricacy and existence (Mendenhall et al., 2012).

In the work environment, global leadership is associated with diversity, increased boundary spanning, the requirement for extensive knowledge on completing responsibilities across nations, and understanding that more stakeholders are involved in and need to be taken into account in the decision-making process. Additionally, the work

environment is more challenging as there are competing tensions, internal and external to the organization, more complex decisions to be made, and more challenging ethical problems may arise (Pless et al., 2011). Global leaders are distinct in nature because they lead people who are internationally located and must collaborate with diverse stakeholders to ensure there is an understanding of what value is added when operating globally and where it is more advantageous to operate domestically. Understanding what competencies global leaders should possess is important to this work because leaders can act as a major constraint to growth (Mendenhall et al., 2012).

Moreover, the plethora of literature about the effect of global leadership and the many challenges that globally operating organizations face, underlines three research themes: social history and different cultural shapes, the nature of globalization and its impact on societies and individuals, and the shared premises giving leadership theories a constraint in their global application.

### ***Global Leadership Challenges***

Theoretically there is no distinction between the leadership challenges domestic or global leaders face as both participate in informational, interrelation, and decisional roles. However, the distinction can be found in the mindset of global leaders and how global leaders must operate. For example, global leaders are faced with managing more stakeholders, socio-cultural, political, economic, and environmental issues. By comparison, global leaders affect organizational change through building communities from a multicultural aspect and complexity.

One of the challenges that HR departments encounter is the ability to assess the global leadership potential of leaders. Mistakes have been made in assuming that



possessing domestic leadership qualities can be the same as global leadership qualities. Consequently, organizations may err by appointing successful domestic leaders to global leadership roles without evaluating their capability to lead on a global scale (Conger, 2014). Gardner (2008) posited that it is of importance that global leaders display behavior that is perceived as being right. However, the challenge is being able to interpret and understand what is constituted as the appropriate behavior.

According to Campbell (2013), effective global leaders are attentive to the restructuring of groups and cultural ideologies to promote shared values and intercultural competencies that span across countries. Though literature agrees, understanding the different aspects of ideological principles has been identified as one of the most crucial challenges encountered by global leaders. Gardner (2008) and Campbell (2013) maintained that global leaders are likely faced with challenges associated with the exchange and reconciliation of diverse worldviews. Additionally, challenges arise when leaders are responsible for managing employees and interacting with customers and other leaders from different cultures (Davis, 2018).

Global leaders in various countries encounter the same challenges, no matter where they may fall on the leadership hierarchy. These challenges include the adaptation of current leadership style to match the conditions where they are locally located to achieve organizational goals (Steers et al., 2012; Youssef & Luthans, 2012). Moreover, global leaders are responsible for being a positive influence on diverse work teams in an international context. In the global leadership development literature, global leaders can achieve organizational goals and effective leadership through cultural intelligence (Javidan & Walker, 2012; Steers et al., 2012). Accordingly, there are challenges in global

leadership that are a result of external issues that leaders are not able to control or resolve without difficulty. The interconnectedness and reliance on various sources in different countries with diverse cultures and worldviews tend to be the cause of these issues. The interconnectedness across cultures, locations, and time zones has made it necessary for organizations to implement new strategies and attitudes (Britt & Kreyer, 2011; Maranga & Sampayo, 2015).

The challenges encountered by global leaders in the global work environments are significantly more complex and difficult than those experienced in a domestic work environment. This is due to the demands associated with adapting to an increasingly complex and interconnected environment in which there is limited understanding of the perspectives and ethical dilemmas of that environment (Pless et al., 2011). Challenges pertaining to cultural, social, ecological, and ethical issues in the global environment are an occurrence for global leaders who ensure principal determination and ethical behavior both domestically and globally. In order to counteract these challenges, leaders need to address the reasonable expectations of a diverse range of stakeholders by maintaining a balance between the requirements of global integration and local awareness. This involves consistently making decisions while being sensitive to local cultural customs and environments. Organizations will need to establish a culture that promotes cultural empathy, flexibility, global mindset, moral judgement, capability to balance inconsistencies, and a comprehensive shared understanding of issues surrounding global justice and fairness will need to be developed (Shakeel & Saidalvi, 2019).

### ***Global Leadership Competencies***

To achieve success, global leaders must possess a broad range of competencies,

skills, and abilities. It is anticipated that these leaders are proficient in leading, connecting with, and conducting business with a diverse group of individuals (Davis, 2018). While some organizations have not identified a set of basic competencies, others have; however, they tend to be like those of domestic leadership competencies. As a result of this, there is no significant distinction between domestic and global leadership competencies (Conger, 2014). To ensure successful global leadership development, organizations can develop competencies in global leadership at both the individual and organizational levels by employing a diverse workforce, creating social networks across cultures, forming work teams consisting of individual from various countries, and expatriate assignments (Shakeel & Saidalvi, 2019). There are several competencies that leaders need to possess to be successful in the global environment. These include cultural curiosity, cross-cultural competence, cultural intelligence, and conflict resolution.

### ***Cultural Curiosity***

Davis (2018) asserted that one of the first competencies that is vital to global leadership is cultural curiosity that helps to make sense of the domestic and new cross-cultural context. A global leader having this competency has the innate ability to ask questions when interacting with others from several cultures. They are open to learning about the customs, morals, behaviors, and other components of the unfamiliar culture because they are aware that this is a way in which they will learn about the culture and develop their own knowledge (Caligiuri, 2012; Davis, 2018).

### ***Cross-Cultural Competence***

An individual's ability to understand others from various cultures while effectively engaging with them is known as cross-cultural competence (Rasmussen,

2015). This is not an innate skill but is developed as time progresses through a continuous process of learning and awareness. This is an important competence in today's global environment because of the interconnectedness of globalization (Davis, 2018).

A fundamental trait of global leaders is the capability to think strategically while being focused on the established goals, specifically when traveling overseas and developing intercultural relationships. The global leader must also take responsibility for creating opportunities that allow learning about diverse audiences. The learning should not be limited to books and movies but should be comprehensive to ensure that the information being gathered and analyzed is obtained from various data sources. Additionally, the learning process must be ongoing because cultures and people are constantly changing, and the leader must be able to effectively lead diverse groups even through cultural adjustments (Davis, 2018).

The effects of innate characteristics and intercultural experiences were identified as predictors of vital cross-cultural competencies. While the characteristics of leaders are distinctive, intercultural experiences are developed through involvement in both work and nonwork-related activities. As such, the selection and enhancement of cross-cultural competencies are significant to the creation of pipelines for effective global leaders (Caligiuri & Tarique, 2012). The development of multicultural effectiveness is a cross-cultural competence that should be common in accordance with competencies such as awareness of one's worldview and the feelings one has toward other cultures in general. The skill set needed to become multiculturally effective are mindfulness, being open and aware of one's thoughts, and becoming and sustaining tolerance when engaging with individuals from different cultures (Forsyth & Maranga, 2015).

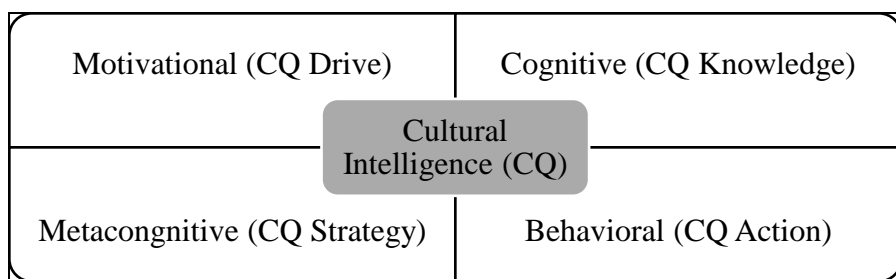
### *Cultural Intelligence*

In the 21st century, to achieve success, global leaders must enhance their cultural intelligence (Vanderpal, 2014). The adaptation and implementation of the norms of cultural intelligence plays a part in global leaders achieving the goals of their organizations (Eken et al., 2014). In global leadership, a vital component of prevalent cross-cultural competence is cultural intelligence (Matsumoto & Hwang, 2013; Leung et al., 2014). It is a globally recognized method that organizations can use to assess and develop leaders' cross-cultural effectiveness. The first step is to evaluate the cultural intelligence of key leaders who interact the most with others in culturally diverse environments (Livermore, 2019). It should also emphasize an individual's capacity to operate effectively in diverse cultural environments and engage with a broad spectrum of individuals (Ang et al., 2007). This is a malleable competence that can be adapted through cross-cultural training, experiences, experiential learning (Leung et al., 2014) and within the organization (Bhawuk et al., 2008).

There are four dimensions associated with cultural intelligence. These are motivation, cognitive, meta-cognitive, and behavior (Ang & Dyne, 2008; Livermore, 2011). The figure below illustrates these four components that are vital for mid-level leaders to be culturally intelligent.

**Figure 1**

*Four Dimensions of Cultural Intelligence*



Motivation, also referred to as cultural intelligence drive, considers an individual's ability to be focused on learning about and working in culturally different circumstances. Of the four abilities of cultural intelligence, it is the most vital component as global leaders need to be motivated to be more effective in the global environment (Ang & Van Dyne, 2008). Cognitive, also known as cultural intelligence knowledge, is being knowledgeable of the norms, practices, and standards of various cultures through personal and educational experiences (Ang & Inkpen, 2008). Leaders who possess this ability are open to learning more about the cultures in which they will be working. Accordingly, by being able to understand, observe, and being familiar with various cultures, leaders are better able to understand the organizations that influence and create particular social interactions within a culture (Ang & Van Dyne, 2008).

Meta-cognitive, also known as cultural intelligence strategy, is defined by an individual's level of awareness and capability to plan based on their cultural understanding. It takes into consideration an individual's level of mindfulness, recognition of the cultural preferences of others while being in sync with what said individual, and others are experiencing (Van Dyne et al., 2010) and interacting in cross-cultural situations (Van Dyne et al., 2008). Meta-cognitive is being mentally able to develop, use control, and understand cultural knowledge (Ang & Van Dyne, 2008). Finally, behavioral, also referred to as cultural intelligence action, is an individual's ability to present a broad selection of proper verbal and non-verbal behaviors while interacting with individuals from various cultures. The skills of motivational, cognitive, and meta-cognitive are all based on mental capabilities while action is based on performance (Ang et al., 2007). Consequently, to have the capability to manage

successfully in the global environment, leaders may gain knowledge, enhance their level of cultural sensitivity, and skills through previous intercultural interactions (Caliguri & DiSanto, 2001).

### ***Conflict Resolution***

In the global environment, conflict may arise from role assignments within a culturally diverse team in which some roles are considered better than others based on culture (Thomas, 2008) or leaders who attempt to resolve conflict based on their preferred culture (Smith, 2015). For global leaders, the ability to settle conflicts is important. Being able to understand the basic culture of others that include religion and fundamental values can assist in successfully resolving any issues that may arise (Malik, 2012). Accordingly, prior to being introduced to education and training, a global leader ought to be proactive and able to resolve conflicts (Smith, 2015).

### **Global Leadership Development**

Organizations wishing to revitalize global training often focus on succession planning practices and leadership development. This research looks at the practice of global leadership development. The promotion of success is dependent on being knowledgeable of the leadership competencies organizational leaders need. To achieve this, it is of importance that development programs focus on building and enhancing the correct competencies. Certain leadership competencies continue to be a staple of organizations; yet, creating a synergistic approach to leadership development faces considerable problems because of cross cultural differences. In this age of globalization, it is imperative that competencies must be understood from a global perspective because of cultural contingencies that are either under or over-emphasized (Gentry & Sparks,

2012).

There are several strategies that can be implemented to develop global leaders that focus on ways of understanding how organizations function with regards to cultural and societal influences, transitioning from knowledge to the development of mindfulness that impacts behavior in global environments, and remaining mindful while working in the global environment (Tuleja, 2014). The development programs offered to global leaders should be focused on the culture of the host country to take advantage of the transfer of knowledge and development (Chaudhuri & Alagaraja, 2014). Additionally, different intercultural experiences are deemed vital in the training and development of successful global leaders. Through these experiences, global leaders are better able to acclimate to international assignments through real life global leadership involvement, learn the importance of building relationships and cultural awareness, display specific global leadership competencies, have a curiosity to learn about other cultures, and have the tendency to develop and learn naturally (Terrell & Rosenbusch, 2012).

By integrating the identified global leadership development practices in their development programs, organizations can potentially minimize the inclusion of ineligible participants, enhance the competencies of global leaders, and develop cultural awareness that is needed to address the challenges of being global (Terrell & Rosenbusch, 2012). The study concluded that organizations should offer rigorous cross-cultural development experiences, develop cultural awareness and sensitivity, provide resources for continuous development through experiences, make available resources that contribute to the leaders learning experience; and implement global leadership development practices to potential and current global leaders (Terrell & Rosenbusch, 2012).



### ***Cultural Awareness Training***

A lack of cultural awareness that results in misunderstandings has the potential of causing organizations in the global environment to not succeed or acquire a competitive advantage. As such, by offering training that can simulate real life cultural situations, organizations can reduce cultural misunderstanding, develop cultural synergy, and enhance trust and confidence between diverse groups (Hurn, 2011). Originating in the United States of America in the 1960s, cultural awareness training was the first structured program of cultural education. Today, it is still a prevalent form of training being offered.

The purpose of this type of training is to enhance the cross-cultural knowledge of individuals (Shepherd, 2019). It has been presumed that a critical component for achieving significant increases in cultural sensitivity and awareness is through cultural education. This will ensure that cross-cultural communication and increases mobility of professionals is successful (Zlomislic et al., 2016). The offering of cultural awareness training for professionals is available in multiple industries for the purposes of improving cross-cultural interactions. This training has become more prevalent and is often required in various sectors. The idiosyncrasies of it are typically engrained in organizational strategic plans and mission statements (Shepherd, 2019).

### ***Experiential Learning***

The inclusion of international experiences in global leadership development is advantageous to global leaders (Clapp-Smith & Wernsing, 2013). The literature on experiential learning has highlighted that the development of global leadership competencies can be attributed to international experiences. It also contributes to improvements in people skills of leaders while creating greater flexibility in problem

solving across cultures (Terrell & Rosenbusch, 2012; Clapp-Smith & Wernsing, 2013). Additionally, a global leader with this experience has a competitive advantage against other leaders in today's global environment (Clapp-Smith & Wernsing, 2013).

Generally, global leadership competencies operate on an organizational or culture-specific basis, but within a general framework, bridges understanding, managing, and developing knowledge absorption. In addition, the researchers noted that knowledge absorption is essential to the process of learning from individual experiences leading to a more profound understanding of the complexities of culture (Kayes et al., 2005).

In the dynamic work environment, global leadership skills are becoming increasingly more significant and one way in which global leadership success can be achieved is through cultural intelligence. In addition to training leaders for global assignments, organizations should also offer assignments abroad that exposes these leaders to other cultures and in turn promotes the development of cultural intelligence skills when participating in internships, training, expatriation (Crowne, 2008). Global leaders who possess high levels of cultural intelligence tend to change their international experiences into positive learning results. These results create advancements in the effectiveness of their global leadership abilities and places cultural intelligence and experiential learning as critical components in the learning outcomes of global leaders. This is a key reason some global leaders are successful, and others are not in the global environment (Ng, Van Dyne, & Ang, 2017).

It is suggested that human resource development (HRD) professionals who understand the need for successful global leaders to become knowledgeable of what is required to ensure that global leadership development programs are effective and meets

the needs of the organization and its leaders (Chaudhuri & Alagaraja, 2014). The inclusion of expatriate assignments can be beneficial as they have the potential of positively impacting organizational performance. To efficiently develop global leadership competencies, global leaders will need to experience more than one expatriate assignment as developing these competencies is an ongoing process. Additionally, when creating learning opportunities for global leaders, HRD professionals take into consideration the inclusion of both short-term and long-term international assignments with short-terms preceding the long-terms (Chaudhuri & Alagaraja, 2014).

By offering training opportunities for global leaders, organizations can experience improvements in the organization's ability to identify practical business opportunities, avoid investing resources in impractical endeavors, achieve a competitive advantage over global competitors, experience improvements in job satisfaction and retention of global employees, prevent missed business opportunities that are caused by being insensitive to cultural norms, and go through improved effectiveness in the ever changing business environments (Forsyth, 2015).

### **Research Questions**

The intent of this study was to examine the types of leadership development programs that were being offered to develop cultural intelligence in mid-level leaders. It reviewed secondary documents from the AMA and International Leadership Association (ILA) to identify the best practices of global organizations for developing cultural intelligence, the effectiveness of these programs, and how these mid-level leaders transfer the knowledge acquired into practice.

1. What are proven best practices of program types for developing cultural

intelligence in mid-level leaders?

2. How effective are these programs in developing cultural intelligence?
3. How do mid-level leaders transfer the knowledge learned into practice?

## **Chapter 3: Methodology**

### **Aim of the Study**

The aim of this study was to examine the types of global leadership development programs that were being offered by organizations to develop cultural intelligence in mid-level leaders. As it is important that global leaders demonstrate excellence when managing increased uncertainties, challenges, and diversity while having knowledge of the multifaceted social, cultural, and institutional ideologies (Campbell, 2013; VanderPal, 2014). The focus of this study was to identify the best practices of global organizations for developing cultural intelligence in mid-level leaders, the effectiveness of these programs, and how these leaders transfer the knowledge acquired into practice. For this study, a qualitative research design using an exploratory single case study approach was used. In this chapter, information on the participants, data collection and instruments, procedures, data analysis, ethical considerations, trustworthiness, potential research bias, and limitations of the study are discussed.

### **Qualitative Research Approach**

The purpose of a qualitative research method is to study and gain an understanding of a phenomenon within a specific framework without trying to determine a cause and effect (Edmonds & Kennedy, 2013). Qualitative research is exploratory by nature and answers the “why” and “how” questions. It is based on subjective constructs instead of objective determinations. It requires gathering a significant amount of information from a small group of individuals or organizations (Wong, 2014). This research approach is also based on principles of a holistic comprehension of the organizational experiences and situations of several individuals despite their

representation being of more value than a partial understanding derived from a large, represented group (Ticehurst & Veal, 2000). At the conclusion of a qualitative research the findings are typically used to develop a theory or to identify a phenomenon for future research (Wong, 2014).

The research design that was selected was a qualitative case study approach. This approach aligns with research endeavors that seek to explore contemporary phenomena with authentic contexts (Yoda & Yoshida, 2011). Yin (2014) explained that the use of a case study enables researchers to capture the intricate meaningful attributes of real-life events, including individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the evolution of industries. Edmonds and Kennedy (2013) explained that while case studies may not suggest an action and the results may not be general, the outcomes may provide a strong understanding about the phenomenon as well as provide support for theories and the development of hypotheses. Welch et al., (2013) suggested that for business management research, the use of case study research design is the most common approach.

Case study research design consists of three fundamental approaches: explanatory, exploratory, and descriptive. Explanatory case studies are used to explain causal relationships and create theories by explaining a phenomenon in detail. Descriptive case studies are used mainly for cause-and-effect analysis (Yin, 2014). Exploratory case studies are appropriate when the purpose of the study is to examine situations and processes while answering the “why,” “how,” and “what” questions (Poulis et al., 2013). To further understand the case study research approach, it is

important that the researcher understands that there are two fundamental designs: multiple case design and single case design (Yin, 2014). The multiple case design is employed to examine multiple cases within a single study, facilitating the derivation of cross-case conclusions from a unified collection of data (Welch et al., 2013). A single case design is appropriate when the primary focus is on testing a single theory (Yin, 2014).

### ***Background of Case Study Research Design***

An overview of the earliest use of case study design in American sociology was offered by Burgess (1927). This design was initially introduced into the social sciences as a logical extension of statistics and is widely acknowledged for shaping and providing comprehensive illustrations or exemplification for quantitative analysis in organizations (Burgess, 1927). The history of case studies as a methodology in sociological field research has been traced back to various scholarly works. Burgess credited the origin of the case study method to Thomas and Znaniecki's "The Polish Peasant in Europe and America" (1918). However, other scholars have dated its origin to French sociologist Le Play in 1855 which adds over a half a century to Thomas and Znaniecki's work (Tight, 2017). Symonds (1945) reported on what was considered the most recent use of case study in his time with a focus on personality research. He noted that,

Much remains to be done to improve its methodology so that case materials may be amassed and treated in a manner that includes, on the one hand, objective appraisal, and statistical integrity and that, on the other hand, never loses sight of the integrated, dynamic, holistic picture of human personality which the case study approach to research uniquely may give (p. 357).

Foreman (1948) worked on developing a theory of case studies and identified three data sources: personal documents, participant observation, and third-party reports. He further suggested that these three data sources can be beneficial in sociological research based on purposes of (a) illustration, (b) concept and hypothesis development, (c) hypothesis testing, (d) prediction or post-diction, and (e) procedural testing or refinement. The use of case study design became less popular in the 1950s. However, its use began to revive in the late 1960s and 1970s. Throughout the years, various traditions of case study research have been established and practiced independently, often with limited cross-disciplinary reference or knowledge. Consequently, the interpretation of a case study in the field of political science may subtly differ from that in sociology, and it could differ significantly in disciplines more distant, such as psychotherapy or healthcare (Tight, 2017). The use of case study as a method of research has continued to advance and is widely used today in various fields for in-depth exploration and understanding of complex phenomena.

The exploratory single case study design was fitting for this study, given the objective of gaining an understanding of the types of global leadership development programs aimed at developing cultural intelligence in mid-level leaders. The focus was on identifying the best practices of global organizations in this context, evaluating the effectiveness of these programs, and exploring how these leaders transfer the knowledge acquired into practice. Welch et al. (2013) noted that the exploratory case study approach is more appropriate as it focuses on various issues in business organizations and social institutions. Additionally, the single-case design was more fitting for this study as it investigated how organizations develop cultural intelligence for their mid-level leaders.



In qualitative research, the most widely used data collection method is through interviews, direct observation, or document review (Khan, 2014; Marshall & Rossman, 2016). For this study, data was collected through document reviews. During the data analysis process, pattern matching was used as it allows the researcher to compare empirically based as similarities in patterns can support and strengthen the internal validity of the case study (Trochim, 1989).

### **Participants**

In qualitative research, sampling which includes sampling designs and size is especially important. When conducting a study, it assists researchers in determining the sample design and sample size that is in accordance with the study's objectives (Onwuegbuzie & Leech, 2005). The initial decision regarding what sample design to use is directed by the research questions and theoretical framework of the study (Miles et al., 2014). By doing this, it allows focus to be placed on the research while developing key definitions, such as the limitations for the case that can include a person, household, culture, or an organization. Additionally, researchers may analyze documents and other resources such as photographs, online forums, journal articles, conference documents or web pages in conjunction with direct interactions with individuals or groups or may utilize only these documents and resources during data collection the data collection process (Farrugia, 2019).

In qualitative research, the choice of sampling strategy is usually contingent upon the research topic and the methodology used. The sampling strategies encompass snowball, convenience, selective, purposive, theoretical, and within case (Creswell, 2013; Higginbottom, 2014). The predominant sampling method employed in qualitative

research is often purposive, especially when the researcher seeks information from subject matter experts on the topic being investigated (Creswell & Plano, 2011; Creswell, 2013) and to pinpoint and select information-rich cases for the optimal utilization of limited resources (Patton, 2002). Within purposive sampling strategies, various sampling designs exist. These include selecting outlier cases with the aim of gaining insight from unfamiliar indicators of phenomena of interest; choosing cases with maximum differences to document unique or mixed variations leading to different outcomes and to identify key overall patterns existing across variations; and opting for homogeneous cases to minimize differences, simplify analysis, and facilitate group interviews (Palinkas et al., 2015).

For this study, the purposeful sampling design used was a homogeneous sampling design. This design was appropriate as it is used to describe a specific subgroup in depth while reducing variations and simplifying analysis (Palinkas et al., 2015). While the intended participants of the study were identified, the sample size could not be determined immediately as data was gathered through document analysis. Merriam and Tisdell (2016) suggested that when conducting research and using secondary data, the selection of the number of documents cannot be predetermined before the study begins. It relies on the research questions and other components of the process. Consequently, establishing the appropriate sample size depends on reaching the point of redundancy, where the researcher no longer gains insights from newly collected data.

As the aim of this study was to examine the types of leadership development programs that were being offered to develop cultural awareness for mid-level leaders through the collection of data from previous research, whitepapers, and reports, the

population to be analyzed was mid-level leaders in global organizations. The participants of the cultural intelligence training were employed in organizations that were focused on providing effective global leadership development programs to their leaders.

Additionally, individuals were identified to participate in leadership development programs based on displaying leadership competencies that promoted success in the global environment.

### **Data Collection and Instruments**

The data used for this study was collected through research artifacts from the American Management Association (AMA) and the International Leadership Association (ILA). The use of secondary data from books, articles, and documents is like using data that a researcher would acquire through observations and interviews (Merriam & Tisdell, 2016). During the data collection process, the data collected should be sufficient and relevant but not excessive. It should be analyzed based on certain criteria, such as the methodology used, the purpose of why it was collected, and its content. The responsibility of the researcher using the secondary data is to ensure that the data collected is appropriate (Tripathy, 2013). Secondary data refers to information that was originally collected or generated by someone other than the researcher. This data may have been collected for other purposes that differ from the intent of the researcher (Sindin, 2017). Secondary data was employed in this study as it granted the researcher access to a vast amount of data and a sample size that surpassed what could be directly collected. Also, the time and effort needed to collect the data directly was minimized.

When identifying the documents to be included in secondary data collection, the researcher was mindful of several factors. According to Flick (2018), these factors are (a)

authenticity, (b) credibility, (c) representativeness, and (d) meaning. Authenticity is to determine how legitimate the document is (Dunn et al., 2016). The authenticity of a document can be established by determining if it is a primary source and confirming the authorship, date, and location of the publication (Kridel, 2015; Flick, 2018). Credibility determines if the source of the document is free from error and distortion (Dunn et al., 2016). The researcher can verify if a document is credible by investigating if the authors are reliable sources (Flick, 2018). Representativeness is determined by unique content in the document versus evidence that the content was collected using documents about the same topic. Documents that contain unique content are considered to lack representativeness. Meaning refers to the significance of the content within the documents and the clarity and understandability of the data (Morgan, 2022).

### **Procedures**

Before the commencement of the data collection process, the researcher applied for approval from the Nova Southeastern University Institutional Review Board (IRB – NSU). Upon receiving approval from IRB-NSU, the data collection process began. As the researcher was conducting a case study strategy by using data collected through documents from the AMA and the ILA, the review and selection of appropriate white papers, research studies, and other documents began. The purpose of this study was to gain an understanding of the types of leadership development programs that were being offered to develop cultural intelligence for mid-level leaders. While there were no human subjects in this study, it needed to be understood that the focus was on the mid-level leaders within global organizations across various sectors. Additionally, consent was not needed from individuals or organizations to gather information for this study. To answer

the research questions, a document analysis was conducted by utilizing the READ approach. This is a systematic procedure that allows the collection of documents and retrieving data in the context of the study. It consists of:

1. readying the documents,
2. extracting the data,
3. analyzing the data, and
4. distilling the findings (Dalglish et al., 2020).

The READ approach was used as it provided a practical approach of exhausting and ensuring the accuracy of the data from the documents within a limited timeframe. Additionally, this approach was suitable for confirming that the documents being retrieved contributed to the study and answered the research questions (Dalglish et al., 2020). By using this method, the data collected was compared to other sources that allowed the corroboration of the themes that were identified and coded as they were being acquired (Bowen, 2009).

Prior to implementation, the researcher determined that the documents retrieved would extend to the last 10 years. In the report provided by the AMA (2014), only 19% of companies surveyed indicated that their global leadership development program was effective. A 10-year period that expanded from 2012 to 2022 was chosen for this research as it provided an ample collection of documents that yielded abundant data for analysis (Emerald Publishing, n.d.; Andrews et al., 2012). Additionally, the timeframe selected allowed the researcher to gain insight into the types of development programs and their effectiveness that were being offered to mid-level leaders to develop their cultural intelligence over an extended period. In the first step of readying the documents, the

researcher put in place parameters based on the nature and an approximate number of documents that were analyzed as well as the timeframe in which the documents would be collected (Dalglish et al., 2020). The collection of data for document analysis was from the AMA and ILA through membership access by the researcher. The documents for analysis included research studies, white papers, and association publications. The gathering of documents was allocated over a 1-month period. This ensured that the researcher identified and gathered enough documents that supported and strengthened the research. The documents gathered were saved in a specific folder using a specific file name for easy retrieval. Dalglish et al. (2020) advised that when collecting documents, a file-naming system should be developed so that the documents are easily accessible during the research process and as the study progresses there may be additional questions to be answered.

In the second step of extracting the data, a Microsoft Excel spreadsheet was used to record the title, author, and dates of publication for the documents. It was used to record the timeline of program implementation, research methods used, how data was collected, emerging themes, and other data relating to the study. During the data extraction process, adjustments were made to the spreadsheet as needed and made accordingly. During the third step of analyzing the data, content analysis was completed. According to Bowen (2009), content analysis is an initial review of the document that offers the researcher a way to identify significant and pertinent passages. By analyzing the content, emerging themes were coded to better understand the topic and answer research questions. In the final step of distilling the findings, it was determined whether all research questions were satisfactorily answered, if additional information was needed,

or if there was a clear understanding of the topic being studied. In this step, all data extracted and analyzed were compiled for reporting.

### **Data Analysis**

A critical step in comprehensive understanding of a case study design is the early analysis of the data (Yin, 2014). In the data analysis for this case study, a detailed description and an analysis of themes were provided in the thematic analysis section of Chapter 4. When conducting a study using the case study strategy, a thematic analysis is more appropriate as it is a flexible analytic approach for developing central themes (Braun & Clark, 2006). It fundamentally develops theme statements of ideas that can be coded by the researcher (Braun & Clark, 2006; Creswell, 2013). In this study, the analysis technique that was used was coding.

Braun and Clark (2006) and Creswell (2013) explained that in the thematic analysis approach, the data collection and analysis processes are included. This has resulted in a six-stage process that includes:

1. Collecting the data,
2. Engaging the data,
3. Coding the data extracted,
4. Generating the code,
5. Theorizing the themes from the categorized coded extract, and
6. Contextualizing and representing the findings.

In this phase of the study, the researcher read and reviewed the data presented in each document collected. Since a spreadsheet was used, the title, author, and date of the publication were recorded. Codes were developed for categorization derived from the

purpose of the study and research questions to discover themes that were relevant to the study. This assisted in identifying and linking emerging themes that were appropriate.

The findings were summarized and presented in Chapter 4.

### **Ethical Considerations**

The use of secondary documents for data collection can result in fewer ethical considerations compared to the use of other qualitative research methods. However, the documents used may reflect biases from the authors. As such, researchers need to be mindful that in some instances they may need to address these issues (Merriam & Tisdell, 2016). When conducting research using secondary data, there were concerns for possible harm to participants and the issue of return of consent. If the data being reviewed does not provide any identifying information or is coded with the researcher having no access to the codes, it does not need to be reviewed by the ethical board. Nevertheless, if the data provides identifying information or the information can be associated with participants, a complete review by the ethical board is required (Tripathy, 2013).

### **Trustworthiness**

The term trustworthiness when conducting qualitative research is in support of the argument that the findings of the research are important and significant to the research (Lincoln & Guba, 1985). When using secondary data to conduct research, the trustworthiness of the findings is dependent on the availability of quality, suitable, and well-saturated data. Due to this the data collection, analysis and results had to be in alignment. To ensure utmost trustworthiness, it needed to start in the preparation phase of the study and demanded advanced skills in data collection, analysis, and reporting. During the data collection phase, trustworthiness was determined by providing specific



details of the sampling method used and the description of participants (Elo et al., 2014).

The use of secondary data is frequently used with other data types for triangulation, which is a strategy intended to increase the trustworthiness of a study (Bowen, 2009). Triangulation refers to the procedure to test the validity of convergence between multiple sources of information to form classifications in a study (Miller & Creswell, 2015). There are various types of triangulations when conducting research. These include (a) data, (b) investigator, (c) theoretical, and (d) environmental. In this study, the method of triangulation used was data triangulation. This is defined as using various types of data to conclude findings such as data from transcript audits, protocol analyses, and test scores that are centered on the same phenomenon (Stahl & King, 2020).

### **Potential Research Bias**

It was the researcher's perception that global leadership development programs should be offered to mid-level leaders to ensure organizational success for global organizations. The use of documents as the only data source of data collection increased the issue of bias when selecting documents used in this study. This was referred to as selection bias (Bowen, 2009; Drucker et al., 2016). To offset this bias, the researcher ensured that there were clear inclusion and exclusion criteria in place to reduce ambiguity. The criteria were set in place based on the purpose of the study and the research questions to be answered (Keeble et al., 2015).

Another potential research bias that was encountered was confirmation bias. This was defined as the propensity to concentrate on findings that are in alignment with one's belief (Nickerson, 1998). This bias can impact the analysis and reporting of findings. In

order to offset this bias, the researcher focused on the findings of the subject matter experts, reviewed their credentials, and reviewed any previous work completed to determine if there were variances in the findings. In reviewing previous works of the authors of primary data sources, another bias that the researcher was aware of was if the author displayed bias in findings. This was achieved by analyzing each document for key sources of bias (Drucker et al., 2016).

### **Limitations**

Creswell (2012) defined limitations as “weaknesses or problems with the study identified by the researcher” (p. 199). The identified weaknesses were frequently associated with insufficient measures of variable, loss or lack of participants, a shortage in sample sizes, mistakes in measurement, and additional aspects usually associated with data collection and analysis. The identified limitations were beneficial to future researchers who may want to complete a similar or duplicated study (Creswell, 2012).

There were various limitations to this study by conducting a document analysis. One limitation was the availability of sufficient details for the study. The documents identified and reviewed were completed for purposes not associated with research and did not have sufficient information to answer the research questions as the study was using secondary sources. A second limitation was the ability to retrieve documents. This was due to them not being retrievable or difficulty retrieving them. While the researcher was using reports, white papers, and research studies obtained from the AMA and ILA in which membership access was required, some documents were not easily retrievable based on the level of membership. A third potential limitation was biased selectivity. If organizations provide documents to the researchers/authors of documents published by

the associations, the information presented was aligned with corporate policies and procedures and represents the organizations leaders. These potential limitations were considered when conducting the study.

## Chapter 4: Findings

### Introduction

Globalization and the increased complexity and challenges have caused top-level management teams to recognize the need to commit to the development of leaders throughout the organization to sustain high performance. The aim of this study was to examine the types of global leadership development programs being offered to develop cultural intelligence in mid-level leaders by identifying best practices employed by organizations, the effectiveness of these programs, and how the knowledge acquired are transferred into practice. In order to gain an understanding of the programs being offered, secondary data and reports from books, research studies, white papers and association publications from the American Management Association (AMA) and International Leadership Association (ILA) were selected. The researcher collected and reviewed 52 documents including research studies, white papers, and association publications that ranged from January 2012 to December 2022.

An exploratory single case study design was appropriate to answer the following research questions:

1. What are proven best practices of program types for developing cultural intelligence in mid-level leaders?
2. How effective are these programs in developing cultural intelligence?
3. How do mid-level leaders transfer the knowledge learned into practice?

For this exploratory single case study design, the data was analyzed through thematic analysis. The documents were inputted onto a spreadsheet to allow the researcher to effectively gather the data. This included author's name(s) and year published, title of

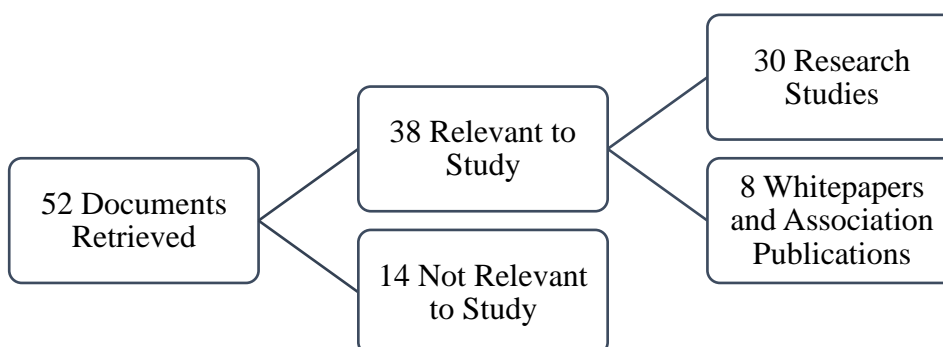
article/study, methodology used in the study, and findings. An abbreviated list of the documents retrieved is provided in the Appendix. The documents reviewed provided an understanding of how cultural intelligence can be developed in mid-level leaders within global organizations. Through an analysis, the types of programs provided for global leadership development, best practices used, and how the knowledge and skills learned are put into practice.

### **Thematic Analysis**

The researcher used the search terms “global leaders”, “global leadership development”, “global leadership”, “multinational”, “international”, “training and development”, “cultural intelligence”, “cross-cultural training”, and “global leadership development program” to access research studies, whitepapers, association publications, and training guides through memberships with the AMA and ILA. The search returned 52 documents. Of the 52 documents retrieved and reviewed, 38 contributed to the aim of the study with 30 being research studies, and eight being white papers, and association publications. The remaining 14 documents were irrelevant to the study as there was insufficient information on cultural intelligence and/or global leadership development to validate or disprove the purpose of the study.

**Figure 2**

*Breakdown of Documents Retrieved and Included in Study*



A thematic analysis approach was used in the coding, extraction, and analysis of the data from the documents retrieved. A data extraction template was created in Microsoft Excel to generate the codes, code the data extracted, and identify the initial empirical themes. These themes were coaching and experience-based learning, which are the general descriptions of the development programs that were being offered. The codes generated were in relation to the global leadership development programs offered to develop cultural intelligence in mid-level leaders for global leadership. Following this, sub-codes were generated to identify the specific training method that is associated with each program identified. Based on the codes and sub-codes used, two recurring themes emerged that allowed the researcher to gain an understanding of the types of global leadership development programs being offered to develop cultural intelligence in mid-level leaders. As the initial empirical themes were inputted into the excel template, it was modified accordingly.

The initial empirical themes that emerged from the coded data were the types of global leadership development programs that were being offered. These were coaching (Mair, 2012; Bozer et al., 2013; Parish, 2016) and experience-based learning (Li et al., 2013; Alexandra, 2018). The two programs were further broken down and sub-coded by the training method used. For coaching programs, the training methods identified were individual, group, ongoing, and short-term coaching. For the experienced-based learning programs, the training methods identified were international assignments, short-term to long-term cross-cultural work experiences, international assignments in foreign countries or business units, cross-cultural immersion, and cross-cultural simulations. By gaining this understanding, it created a benchmark to identify best practices of the types of

programs that is being offered by global organizations for developing cultural intelligence, the effectiveness of these programs, and how these leaders transfer the knowledge acquired into practice.

### ***Coaching***

Coaching is one of the most versatile methods of development to be incorporated into global leadership development programs. It is advantageous to include this in strategic development plans that are needed to enhance cross-cultural competencies in leaders and will also increase the return on investment (Bozer et al., 2013; Cole & Nesbeth, 2014). In developing cross-cultural competencies, coaching may be a tool used to prepare leaders for either an international assignment or to address identified gaps in the leader's global mindset capabilities. When implementing coaching, it is important that an initial assessment is conducted, followed by providing participants with feedback, conducting a meeting between participants and their managers, and finally creating a development plan (Armitage, 2011).

When implementing coaching opportunities for developing leaders, ways in which organizations do so include executive coaching, feedback, mentoring, role models, and cultural guides (Holt & Seki, 2015). To promote success of coaching activities, it is key that coaches possess high levels of cultural, emotional, and awareness combined with a global mindset (Wilson, 2013; Parish, 2016). Accordingly, leaders must be heard and understood by coaches who have experienced similar issues and cultural awareness that results in genuine person-environment matching (Han, 2013; Parish, 2016).

### ***Experience-Based Learning***

Experiential learning is defined as the development of knowledge acquired

through the transference of experience. It focuses on the vital part that experience contributes to the learning process with regards to learning as an overall process of adaptation to the world and includes the integration of the functions of behaving, perceiving, feeling, and thinking. According to Kolb's Experiential Learning Theory (ELT) knowledge is based on a combination of 1) understanding experiences through actual occurrences and theoretical conceptualization; and 2) transforming experiences through thoughtful reflection and application (Kolb, 1984). The ELT recommends that in cultural awareness training programs, participants should be provided with actual personal experiences, opportunities to reflect, theoretical concept methods, and active experimentation tools (Allon et al., 2018).

Experiential cross-cultural training has developed increasingly in popularity (Alexandra, 2018) and these first-hand interactions have allowed participants to not only experience the cognitive transfer of knowledge but to also challenge their cultural assumptions while enhancing cross-cultural competencies (Bucker & Korzilius, 2015). Experiential learning methods have been frequently noted as a more effective method compared to traditional didactic when developing cultural intelligence (MacNab, 2012; Eisenberg et al., 2013; Sit et al., 2017). This method is most favorable as it is valuable as it focuses on the meta-cognitive, cognitive, motivational, and behavioral dimensions of cultural intelligence. Global leadership development programs focused on cultural intelligence that employed experiential learning methods (MacNab, 2012; Eisenberg et al., 2013) included the use of processes and resulted in strong outcomes with participants expressing meaningful experiences (Roux et al., 2020). Similarly, Sit et al., (2017) indicated that learning through action yields more effective results in enhancing cross-



cultural adjustment.

### **Developing Cultural Intelligence in Mid-Level Leaders**

It is important that mid-level leaders possess cultural competency to be successful in today's global environment. In order to build this skill, it is key that organizations offer cultural intelligence training. Through these leadership development offerings, leaders enhance their understanding and respect for cultures outside of their own. It also teaches them how to become more aware of their unconscious cultural biases and to consciously make decisions that respect others. As a result, they are more appreciative of the values of each unique culture and do not view their own culture as superior (Murdaugh, 2022).

In the dynamic work environment, it is important that organizations not only develop and train executives for global assignments but prioritize implementing high potential global leadership development programs. In doing this, organizations should identify mid-level leaders who demonstrate a potential for cross-cultural learning, establish expatriate training programs, implement effective succession planning, offer cross-cultural education and feedback, and ensure that each senior level leader accepts the responsibility of nurturing global leaders (Shakeel & Saidalavi, 2019). When establishing global leadership development programs with a focus on cultural intelligence, it should be more than a traditional form of lecture and should be offered in various sessions consisting of brief lectures, practical exercises, and include multiple interactions with others, practical tools, research, team exercises, cases studies, simulations, and real-life applications (Storck, 2018).

### **Research Question 1**

What are proven best practices of program types being offered for developing

cultural intelligence in mid-level leaders? Prior to creating and implementing developmental programs it is important that organizations ensure that the trainings being offered are in alignment with the organization's mission, strategy, and culture (Canals, 2014; Allon et al, 2018; Shakeel & Saidalvi, 2019). To be effective, leadership development programs cannot be created without taking into consideration the organizational culture, regardless of what the organization is doing. In addition, the success of these programs is reliant on the commitment of senior leaders, beginning with the CEO. Notwithstanding the time and financial investments but the overall message that is conveyed to members of the organization, the influence they have, and the willingness to provide employees with opportunities to deal with various strategic challenges (Canals, 2014). It is imperative that senior leaders begin by being aware of and understanding the challenges of cross-cultural dynamics and the development of global leadership concerns that may possibly increase or become obstacles to the growth of the organization. These issues could include the global experiences of mid-level leaders that will prepare them for senior leadership roles, intercultural skills, and behaviors that are necessary to be successful in the global environment as well as best practices for global leadership development (Shakeel & Saidalvi, 2019). From the documents reviewed and the data gathered, it was found that coaching and experience-based learning were the best practices widely used in developing cultural intelligence in mid-level leaders.

### ***Coaching***

Of the secondary data applied, it was determined that for global leadership development programs focused on cultural intelligence, organizations begin coaching

prior to, during, and after experiential learning (Walker, 2012; Turner et al., 2018; Frederick, 2020). Mid-level leaders are assigned to coaches who are experts in the global environment and have worked in the same functional area (Walker, 2012; Parish 2016). With the increased availability of intercultural assessment tools, there has been greater use of coaching to develop cultural intelligence in global leaders. These tools have allowed more prolonged coaching activities with frequent touch points as well as discussions and evaluations of ongoing experiences (Cole & Nesbeth, 2014; Parish, 2016; Frederick, 2020;). Through coaching sessions, mid-level leaders can assess challenging situations simultaneously and engage in subsequent decision-making processes to evaluate the results of these situations. Additionally, coaching activities can be centered around short-term developmental assignments and goals, that may be three to five sessions. This allows leaders to capitalize on a continued development effort over time (Turner et al., 2018; Frederick, 2020).

### ***Example Use of Coaching***

PricewaterhouseCoopers (PwC) is one of the Big Four accounting firms that uses coaching as a part of its global leadership development program. This program is referred to as Genesis Park (GP). The organization selects the top two percent to five percent of early senior leaders and fast track them to becoming resilient, responsible, and authentic leaders. These participants are nominated by PwC partners. The program uses a social media networking and blended learning approach for a three-month period prior to having participants attend a rigorous 10-week residential program in a new country and culture. During the residential program, participants are focused on their personal development as well as acquiring a deeper understanding and awareness of self while

taking part in several challenging and unaccustomed areas of learning. This is done through coaching assignments, which is an essential component of the learning method. They are assigned 4 coaches: 1) partner; 2) individual; 3) team; and 4) project (Mair, 2012).

The partner coaches assigned to each participant are in respect to the line of business at PwC – this can be either Assurance, Advisory, or Tax. The assigned coaches are typically the person who nominated the participant, but not always and will ensure that the individual is excelling throughout the experience and applying what is experienced into practice in the home country. Partner coaches are usually the participant's Career Coach, and the purpose of this partnership is to work on establishing a Career and Development Plan that guides the participants future development and progress. Individual coaches are assigned and begin to work with participants prior to the start of the residential program and the first point of contact is to help ensure there is an understanding of where participants are by using 360 leadership feedback reports. These coaches are PwC coaches or someone who is an expert in the field. Upon arriving in the host country for the program, team coaches are assigned. As participants are required to work in teams consisting of six to eight people who engage in both strategic project assignments and team-based projects that reflect real time nature of the business and client needs, these coaches work with them to establish team processes and dynamics. The project coaches are from PwC and are expert coaches on developing identified business and strategic abilities within teams. Both team and project coaches allow real-time coaching and feedback. This allows what is learned to be reapplied within the team or projects (Mair, 2012).

### ***Experience-Based Learning***

The main development program to develop cultural intelligence in leaders is through experience-based learning and as such, participants in these programs should be given opportunities to encounter cultural challenges to enhance cross-cultural skills (Erez et al., 2013; Alon et al., 2018). Many multinational organizations have implemented a method of experiential learning varying from short to long-term cross-cultural work experiences, international assignments in foreign business units (Goodman, 2012; Wood & St. Peters, 2014; Barakat et al., 2015; Allon et al., 2018), and cross-cultural simulations (Li et al., 2013; Heidemann & Sondergaard, 2022) to enhance cultural intelligence in their leaders. In a study conducted by Stewart et al. (2014), it was suggested that international assignments are directly related to changes in cultural intelligence. In effect, participants who had their first international assignment tend to have greater changes in cultural intelligence compared to others who previously completed international assignments.

The use of cross-cultural simulations is another form of experiential learning that is utilized by organizations for the development of global leaders. The use of simulated international experience may initially be disconcerting for participants who has limited awareness to cultural differences; however, it may consequently result in a greater intercultural learning among inexperienced participants (Li et al., 2013; Heidemann & Sondergaard, 2022). The simulated international experiences are characterized by new and fundamentally different cultural norms and scenarios that result in the development of cultural intelligence (Reichard et al., 2015). The development, application, and assessment of simulated cross-cultural encounters are realistic experiences ensuring

compliance with the cultural policies of the country being enacted. Following each simulation, participants take part in a reflective observation and abstract conceptualization through small group discussions or by expressing their insights in written work (Tuleja, 2014; Ong-Flaherty et al., 2017).

### ***Example Use of Experience-Based Learning***

Ford Motor Organization is a North American-based automotive organization that has market presence globally. At Ford, global leadership development through experiential learning in which participants learn by undertaking tough assignments with demanding goals. Additionally, the organization ensures that its learning objectives are achieved through formal leadership programs offered to various levels of executives. The organization offers the Global Leadership Summit to mid-level leaders who are below the Chief Executive Officer (CEO) and his direct reports. Of the top 200 level two leaders, 24 are nominated to participate and typically have at least 25 years of experience with the organization (Gundling et al., 2014).

In the initial preparatory period, which lasts for a few months' participants take part in a program orientation, meets with his or her manager to identify personal learning objectives, complete multi-rater assessments, and pre-readings. Following the preparation period, participants meet in Chongqing, China for a weeklong session that covers topics such as, Core Values and Flexibility; Expanding Ownership; Results through Relationships; and Cultural Self-Awareness. While in Chongqing, participants have direct interactions with local expatriates, employees, joint venture partners, dealers, city officials and consumers. The program facilitators reinforce the global leadership behavior to "Invite the Unexpected" encouraging participants to consider what they found to be

most surprising in the region. The personal connections made with local stakeholders based in Asia Pacific provide an exclusive opportunity for the participants to view circumstances from another perspective while gaining a fresh insight into an unfamiliar market. Upon returning from China, participants have an interim session with additional preparatory work prior to coming together for a rigorous face-to-face session in Dearborn, Michigan. During the time in Dearborn, participants take part in coaching sessions; skill building exercises; teamwork focused on identifying areas for discussion with the Chief Financial Officer (CFO) and Chief Operating Officer (COO); and feedback sessions.

### **Research Question 2**

How effective are these programs in developing cultural intelligence? The effectiveness of global leaders necessitates elevated levels of motivation, knowledge, cross-cultural strategies, and apt behavioral adjustments when interacting, working, and residing in the global environment (Shakeel & Saidalavi, 2019). In the literature reviewed, it was posited that global leadership development programs offered through experiential learning and coaching positively enhances cultural intelligence and job performance (Rehg et al., 2012; Jyoti & Kour, 2017; Nosratabadi et al., 2020; Chenyang, 2022).

The development programs offered to mid-level leaders focused on developing cultural intelligence using experience-based learning methods are indicative of having a beneficial impact on the development of the four dimensions of cultural intelligence. However, it is more influential in the development of the behavioral and motivational dimensions. This is a result of these dimensions being more easily impacted by the efforts

of extensive and experiential learning interventions (MacNab, 2012; Eisenberg et al., 2013; Chenyang, 2022). The effectiveness of these programs can be determined by the way in which the knowledge acquired is transferred into practice and in turn improves the leader's global leadership effectiveness. This is measurable by the organization's determination of an executive being successful in their role (Ng et al., 2017).

In developing cultural intelligence in mid-level leaders through coaching, the effectiveness of the program is associated with the leaders learning goal orientation; pre-training motivation; feedback receptivity; and developmental self-efficacy. These attributes have been demonstrated to have a positive correlation with coaching effectiveness as reported through self-assessed job performance (Bozer et al., 2013).

### **Research Question 3**

How do mid-level leaders transfer the knowledge learned into practice? Cultural intelligence has been regarded as one of the most significant components for organizations to gain a competitive edge in the current knowledge-based economy (Nosratabadi et al., 2020). By having an enhanced level of cultural intelligence, mid-level leaders can acquire information about not only the culturally diverse stakeholders they may interact with but also of the countries in which the organization is operating. Additionally, the knowledge and skills can be used for strategic thinking when making decisions that impact the organization (van Rheenen, 2020).

Following the completion of global leadership development programs focused on cultural intelligence, mid-level leaders may transfer the knowledge attained into the way in which they communicate with internal and external organizational stakeholders from different cultures and subcultures, and in making decisions. These individuals are now



better able to identify and understand others' behaviors and cultures, and in turn adapt to such behavior and culture accordingly (Nosratabadi et al., 2020; van Rheenen, 2020; Kadam et al., 2021; Chenyang, 2022;).

### **Summary**

The results of the document analysis indicated that the global leadership development program best practices are coaching and experience-based learning when developing cultural intelligence in mid-level leaders. The programs can be offered individually or simultaneously. The program offerings can be developed using various training and development methods under the two identified programs. When completed successfully, mid-level leaders can better identify the cultural differences with the individuals they interact with and as a result communicate effectively. Consequently, there can be improvements in innovative processes and intercultural communication. When applied in the global work environment, the knowledge and skills acquired can lead to improved cross-cultural adjustment, job satisfaction, and job performance.

Over the last decade, experience-based learning has emerged as the most prominent and effective approach to enhance cultural intelligence. This approach effectively encompasses all four dimensions of the model: cognitive, metacognitive, motivative, and behavioral. These programs employ a process-oriented approach that continuously delivers robust results, with participants reporting deeply meaningful experiences (McNab, 2012; Eisenberg et al., 2013; Sit et al., 2017; Roux et al., 2020). The adoption of coaching in global leadership development has continuously increased, facilitated by the increased convenience and accessibility of video platforms such as, Zoom, Skype, Teams, and WebEx. This has resulted in more opportunities being made

available for mid-level leaders to interact with coaches in various geographic locations.

This increase is also associated with more stability in video technology and improvements in audiovisual capabilities (Frederick, 2020).

## **Chapter 5: Discussion**

In this concluding chapter, an interpretation of the findings of this research study was discussed. The problem addressed in this study was addressed by using an exploratory single case study approach. Included in this chapter are an overview of the study, discussion of findings, implications and limitations of the study, and recommendations for future research.

### **Overview of the Study**

In today's business environment, interactions between individuals from various cultures have increased both while working on teams or across borders due to globalization. As such, the roles of organizational leaders have become more globally expanded (Lakshman & Lakshman, 2017). Globalization and the interdependency between countries have led to increased competition amongst organizations including opportunities for growth and development. This has created several challenges for organizations, with one of the most noted being the organizations' ability to effectively manage multicultural environments. Consequently, this has resulted in top level management teams recognizing the need to commit to the development of global leadership skills in mid-level executives to achieve and sustain a competitive advantage (Gholba & Dyaram, 2016; Nosratabadi et al., 2020).

For global leaders to be successful in today's work environment, they must possess a desire to work across cultures and lead people globally (Farndale et al., 2010); have a global mindset (Bird; 2013); have a willingness to learn (Jokinen, 2005); be change oriented (Turner et al., 2019); and demonstrate cultural awareness as this is important to communicating, and building and networks in the global environment

(Hinderleter, 2015). In response to this, organizations should take an active role in providing effective global leadership development opportunities to mid-level leaders to successfully lead globally (Okoro, 2012). The literature has shown that global leaders are not being provided with sufficient cross-cultural training opportunities that would allow them to better understand their individual culturally determined stereotypes and communication preferences (Chitakornkijasil, 2010; Goodman, 2012; AMA, 2014).

For this study, the problem that was being addressed is that, while organizational leaders have recognized the need to effectively develop their mid-level executives through cross-cultural trainings, there remains inconsistencies in what is being offered for the development of specific skills through global leadership development programs (Cabrera & Unruh, 2013). Most specifically, the competency being researched was cultural intelligence. The study was conducted using secondary documents collected from the AMA and ILA. To analyze the documents retrieved, a thematic analysis was used to code, extract, and contextualize the findings. The research questions used to guide this study were:

1. What are proven best practices of program types for developing cultural intelligence in mid-level leaders?
2. How effective are these programs in developing cultural intelligence?
3. How do mid-level leaders transfer the knowledge learned into practice?

### **Discussion of the Findings**

Through a thematic analysis, significant findings revealed that there were several methods of training offered to develop cultural intelligence in mid-level leaders through global leadership development programs. Prior to establishing global leadership

development programs, organizations need to ensure that the training is in alignment with their business purpose and strategy (Schwartz, 2011; Canals, 2014); is committed to by the CEO (Canals, 2014); and can be evaluated and restructured (Schwartz, 2011).

Additionally, when implementing these programs organizations should identify leaders that demonstrate interest in cross-cultural learning, enable expatriate training opportunities, have in place effective succession planning, and ensure that senior leaders take responsibility in developing mid-level leaders (Shakeel & Saidalavi, 2019). When developing programs, organizations should also take into consideration the use of live classroom-based training, collaboration with colleges, experiential based learning while having an effective success measure in place that adds value and ensures that the program's curriculum remains current and relevant (Prager & Such, 2010).

The researcher identified coaching (Mair, 2012; Bozer et al., 2013; Parish, 2016) and experience-based learning (Li et al., 2013; Alexandra, 2018) as the most widely used global leadership development programs offered by organizations to develop cultural intelligence in mid-level leaders. The literature further identified intercultural simulations (Bücher & Korzilius, 2015; Heidemann & Sondergaard, 2022); executive education (Rehg et al., 2012; Canals, 2014); and cross-cultural management courses (Eisenberg et al., 2013; Sit et al., 2017; Roux et al., 2020) as other global leadership development programs.

### ***Research Question 1***

What are proven best practices of program types for developing cultural intelligence in mid-level leaders?

Organizations typically identify mid-level leaders to participate in global

leadership development programs through nominations from senior leaders (Mair, 2012; Gundling et al., 2014) based on individual performance, openness to other cultures, and organizational strategy (Bozer et al., 2013; Stewart et al., 2014; Parish, 2016). The development of cultural intelligence in mid-level leaders promotes understanding and respect for cultures outside of their own (Murdaugh, 2022). The training offered by organizations should not only be based on traditional lectures but should also incorporate various session of brief lectures, experience-based learning, and multiple interactions with others through team exercises and simulations (Storck, 2018). Of the program types that were used in developing cultural intelligence in mid-level leaders, coaching and experience-based learning were proven to be the best practices employed by organizations. Organizations tend to offer these programs separately or concurrently (Gundling et al., 2014; Frederick, 2020).

According to the study, experience-based learning was identified as the top global leadership development program used to develop cultural intelligence in mid-level leaders. This gives program participants an opportunity to experience cultural challenges while enhancing their cross-cultural skills (Goodman, 2012; Erez et al., 2013; Stewart et al., 2014; Alon et al., 2018). These opportunities include international assignments (Li et al., 2013; Gundling et al., 2014; Stewart et al., 2014; Wood et al., 2014; Alon et al., 2018); executive education programs that include cross-cultural management courses (Goodman, 2012; McNab, 2012; Eisenberg et al., 2013; Canals, 2014); intercultural competence training (Roux et al., 2020); and intercultural simulations (Ong-Flaherty et al., 2017; Heidemann & Sondergaard, 2022). For mid-level leaders, international assignments and intercultural simulations have been shown as the methods organizations

use to develop cultural intelligence (Reichard et al., 2015; Ong-Flaherty et al., 2017).

It was suggested that in addition to training mid-level leaders for global assignments but also to provide international experiences through assignments in foreign countries in order to have them exposed to diverse cultures to develop cultural intelligence skills and as a result become successful global leaders (Shakeel & Saidalvi, 2019). The findings suggested that leaders who are business practitioners in multiple countries for a period of six months or more tend to develop their cultural intelligence skill (Li et al., 2013; Stewart et al., 2014; Wood et al., 2014; Alon et al., 2018). Additionally, the length of the international assignments has a positive relation to the level of cultural intelligence leaders develops (Li et al., 2013). To ensure the success of international assignments in developing cultural intelligence, organizations must ensure that leaders are provided with sufficient support while on assignments. It was found that when leaders are provided development programs abroad without proper organizational support, the programs tend to fail because of lack of preparation and acclimation support, lack of cross-cultural training, and inadequate organizational communication (Cole & Nesbeth, 2014). In addition to international experiences, another form of experience-based learning that organizations use to develop cultural intelligence was intercultural simulations. This training method allows leaders to participate in cross-cultural role-play by using simulated cultures with the goal of improving leaders' abilities to adapt their behavior to various cultural contexts (Ong-Flaherty et al., 2017; Heidemann & Sondergaard, 2022) and to complete tasks in a multicultural business environment (Bücker & Korzilius, 2015).

According to the findings of the study, when coaching was offered simultaneously

with experience-based learning, the anticipated results of development would be experienced. As such, coaching activities should occur prior to the experience-based learning activities to ensure that mid-level leaders grasp the objectives of the global leadership development program (Walker, 2012). This has been proven to be beneficial in preparing mid-level leaders mentally and emotionally for the new and complex scenarios of working in the global environment (Walker, 2012; Bozer et al., 2013; Gundling et al., 2014; Frederick, 2020). Coaching mid-level leaders who feel they are outsiders to other cultures tend to lead to the development of their emotional, spiritual, and cultural intelligence that is the mental hub for global mindset and in turn creates a sense of belonging in the global environment (Parish, 2016).

The findings suggested that organizations assign coaches for both individual and organizational growth. For individual objectives, assigned coaches may work with the leader to create Career and Develop Plans; and being the first point of contact during international assignments to help ensure the leader is progressing accordingly. For organizational purposes, coaches are assigned during team based experiential learning that involves both strategic projects and assignments that reflects real-time business and client needs; and in developing identified business and strategic capabilities within teams (Mair, 2012; Bozer et al., 2013; Parish, 2016). Mid-level leaders are assigned to coaches who are subject matter experts in the global environment and have worked in a similar functional area (Walker, 2012; Parish, 2016). Additionally, it has been proven to be highly effective in managing real-life scenarios and challenges with a coach as well as having follow-up discussions with the coach (Frederick, 2020).



### ***Research Question 2***

How effective are these programs in developing cultural intelligence?

The two identified global leadership development programs used to develop cultural intelligence in mid-level executives were coaching and experience-based learning. The effectiveness of the programs offered was measured by the level of cultural intelligence leaders possessed following program completion as well as improvements in job performance, and job satisfaction (Rehg et al., 2012; Jyoti & Kour, 2017; Nosratabadi et al., 2020; Chenyang, 2022). It was found that the effectiveness of these programs was determined by its impact on the four dimensions of cultural intelligence that are metacognitive, cognitive, behavioral, and motivational. Wood et al. (2014) found that short-term international assignments were effective in developing the metacognitive, cognitive, and motivational dimensions.

The mid-level leaders learning goal orientation and level of pre-training motivation played a role in the effectiveness of global leadership development programs and impacted job performance. The study suggested that there was a negative correlation between learning goal orientation and low levels of pre-training motivation as it related to improved job performance (Bozer et al., 2013). Furthermore, mid-level leaders who have knowledge of, an understanding of, and were adaptable to cultural differences displayed a more positive attitude about their job and experienced increased job satisfaction (Barakat et al., 2015). According to the findings of the study, leaders who exhibit elevated levels of cultural intelligence contributed significantly to higher organizational performance (Nosratabadi et al., 2020). The findings further suggested that leaders with high levels of cultural intelligence are better equipped to working in the global environment and to meet

the needs and expectations of individuals from diverse cultural settings and effectively addressing global challenges (Shakeel & Saidalvi, 2019).

### ***Research Question 3***

How do mid-level leaders transfer the knowledge learned into practice?

The success and failure of mid-level leaders in the global work environment following the completion of a global leadership program focused on cultural intelligence was dependent on how they transferred their coaching and experience-based learning experiences into positive learning outcomes (Ng et al., 2017; Shakeel & Saidalvi, 2019). With the knowledge acquired from the cultural intelligence training, leaders are better able to encourage, motivate, and lead employees more successfully while overcoming organizational challenges and stimulating organizational innovation in the global context. Consequently, leaders with high levels of cultural intelligence contributed to leader and team performance in global contexts (Shakeel & Saidalvi, 2019).

The theoretical frameworks of transformative learning theory and transformational leadership theory were used in this study. Within the framework of transformative learning theory, there must be a disorienting experience that acts as a catalyst to initiate the learning process (Mezirow, 1990). As mid-level leaders are being prepared to effectively work in the global environment, they may have these disorienting experiences as they are exposed to working with culturally diverse teams and/or conduct business in the global market. These experiences expose them to cultural norms and behaviors that may differ from their existing beliefs and assumptions. At this juncture, they find themselves with a choice: either undergo a transformation of their beliefs and assumptions or opt to remain unchanged (Ensign, 2020). The coaching and experience-

based development programs are triggering events where they contend with information that contests their beliefs and as a result facilitate growth and development (Reichard et al., 2015). Mid-level leaders engaged in these global leadership development programs primarily focused on enhancing cultural intelligence embark on the opportunity to make changes in their beliefs and assumptions. The programs allow them to work with various cultures to gain understanding and knowledge that are applicable to the global work environment. From these experiences, effective mid-level leaders incorporate the acquired understanding and knowledge in their leadership styles and how they conduct business. Also, they are better able to relate to culturally diverse groups of individuals and make positive efforts to support others. In the context of transformational leadership theory, the development of cultural intelligence among mid-level leaders empowers them to lead effectively by fostering a shared vision and facilitating outstanding performance.

### **Implications of the Study**

The purpose of this study was to gain an understanding of the global leadership development programs organizations are offering to develop cultural intelligence in mid-level leaders, their effectiveness, and how the knowledge acquired can be transferred into practice. Today, organizations are faced with the challenges of navigating the global environment and cultural intelligence is a skill that leaders need to communicate effectively in such environments (Nosratabadi et al., 2020). It is imperative that organizations provide development programs that are in alignment with organizational structure, purpose, and strategy.

This study contributes to the literature on developing cultural intelligence in mid-level leaders to promote success in the global work environment by identifying successful

training methods being developed and implemented by organizations. There are many types of leadership development programs that organizations can implement to meet the needs of the organization. However, this study has found that the two most widely used programs are coaching and experience-based learning, and they contribute to the development of the four dimensions of cultural intelligence. This is important as each dimension determines how effective these training courses are and how they can be put into practice. Findings from this study provide organizational senior leaders and global human resource professionals with value-added information on the best practices that have been proven successful in global organizations, such as PwC and Ford. From these findings, organizations can better understand how to develop and implement global leadership development programs for cultural intelligence, what programs to offer, areas of measurement to evaluate the effectiveness of these programs, and how program participants can transfer the knowledge into practice.

### **Limitations of the Study**

According to Creswell (2012), limitations are restrictions or issues that the researcher encounters while conducting the study. For this study, the researcher experienced several limitations. The first limitation experienced was access to sufficient documents. As secondary data was being in the study, there were research papers, white papers, and articles that were found. However, the researcher was unable to access the full reports and determine if they contributed to the purpose of the study. The second limitation experienced was the availability of sufficient documents that were geared towards organizational global leadership development programs and not university based global leadership development programs. Of the documents retrieved and analyzed, the

development programs offered through university programs were prevalent when compared to organizational programs. Additionally, there was insufficient data available to address the third research question of how mid-level leaders transfer the knowledge acquired into practice.

### **Recommendations for Future Research**

After conducting a comprehensive analysis of the data collected from this study, the researcher has several recommendations towards future research. The data collected for this study was adequate and provided sufficient material to answer the research questions. However, due to the limited availability of documents on programs being offered by organizations, more in-depth knowledge on how these programs were being incorporated and provided to mid-level leaders was not attained. Additionally, the data available provided more insight into global leadership development programs being offered to undergraduate and graduate students in preparation of a career in global leadership. To gain a deeper understanding of the specific cultural intelligence development programs implemented for identified global leaders, it is recommended that future research be conducted within global organizations. This could involve conducting interviews and surveys with global human resource professionals and C-suite executives across different industries to ascertain the types of programs currently in use and assess their effectiveness.

The importance of cultural intelligence as a required competence to promote personal and professional effectiveness in global contexts has been recognized (Canals, 2014; Ng et al., 2017; Shakeel & Saidalvi, 2019). This has been reported throughout the literature and supported in previous research studies. Based on this, the second

recommendation for future research pertains to exploring the correlation between cultural intelligence and the effectiveness of global leadership development programs.

Additionally, it calls for empirical evidence to support the influence of these programs on this correlation. This contribution to the field of study will offer greater insight into how development programs affect the fostering of cultural intelligence. The third recommendation for future research is for the AMA and the ILA to collaborate with researchers to enhance forthcoming research and contribution. They can play a vital role in advancing research in the field of organizational global leadership development focused on cultural intelligence and other unique characteristics for global leaders. Also, they can promote collaboration amongst researchers, and influence policy and practice as they serve as catalysts for innovation and excellence in global leadership development programs while helping to shape the future of leadership research on a global scale.

### **Conclusion**

The findings from this study indicated that cultural intelligence is an important soft skill that is needed to promote leader and organizational success. It can be developed through global leadership development programs. When developing these programs, organizations must take several factors into consideration. These include mid-level leaders' motivation to become more culturally aware in understanding others from diverse cultural groups, and the organization's commitment and strategy. Based on the data collected and analyzed in this exploratory single case study, the researcher gained an understanding of the best practices used by organizations to develop cultural intelligence in mid-level leaders.

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Appendix

Abbreviated List of Documents Retrieved



Author and Date Published	Title of Article/Study	Research Design	Summary of Findings
Alexandra, V., 2018	Predicting CQ development in the context of experiential cross-cultural training: The role of social dominance orientation and the propensity to change stereotypes.	Pre- and post-study surveys	Experiential contact-based cross-cultural training is less advantageous to socially dominant individuals. Conversely, cultural intelligence (CQ) is significantly developed in individuals with a greater propensity to change biases. As a result, trainers should carefully consider how single CQ development variables experiential cross-cultural training impacts trainees.
Alon, I., Boulanger, M., Elston, J. A., Galanaki, E., Marunez de Ibarreta, C., Meyers, J., Muniz-Ferrer, M., and Velez-Calle, A., 2018	Business cultural intelligence quotient: A five-country study.	Business Cultural Intelligence Quotient (BCIQ) survey	In terms of significance, the number of countries in which business practitioners have lived in for greater than six months, level of education, and number of languages spoken are resulting factors in cultural intelligence.
Barakat, L. L., Lorenz, M. P., Ramsey, J. R., and Cretoiu, S. L., 2015	Global managers: An analysis of the impact of cultural intelligence on job satisfaction and performance.	Survey	A positive relationship between cultural intelligence (CQ) and job satisfaction when age, gender, and tenure of global leaders are taken into consideration. As a result, those who possess knowledge of, understanding of, and the ability to adapt to cultural differences tend to develop a more positive attitude about their job and increased job satisfaction.
Bozer, G., Sarros, J. C., and Santora, J., 2013	The role of coachee characteristics in effective coaching for sustainability.	Pre- and post-test surveys	Based on self-reported performance on improvement, it was found that there is a notable association between learning goal orientation and pre-training motivation. Coachees who had low levels of pre-training motivation had a negative association between learning goal orientation and improvement. Additionally, self-efficacy demonstrated a positive relation to job performance improvement.

Bücker, J. J., & Korzilius, H., 2015	Developing cultural intelligence: assessing the effect of the Ecotonos cultural simulation game for international business students.	Questionnaire	The utilization of Ecotonos cross-cultural role-play contributed to the enhancement of the metacognitive, motivational, and behavioral dimensions of cultural intelligence (CQ). It led to an augmentation in the development of confidence in cross-cultural encounters. The validation of the use of this cultural simulation game in international business education highlights its positive impact on the development of CQ and self-efficacy, thereby influencing cross-cultural interaction and learning in the classroom.
Canals, J., 2014	Global leadership development, strategic alignment and CEOs commitment.	Conceptual paper	Global leadership competencies should be rooted in the functions required to perform specific tasks within a given context, rather than relying on theoretical concepts that are isolated from the business context. Alignment of global leadership development with an organization's purpose and strategy is crucial. The CEO's commitment plays a pivotal role in ensuring the success of global leadership initiatives.
Chenyang, L., 2022	Meta-analysis of the impact of cross-cultural training on adjustment, cultural intelligence, and job performance.	Meta-analysis	Cross-cultural training for adjustment showed a moderate and significantly positive effect on job performance and cultural intelligence, while general cross-cultural training showed a positively significant relation to the same small effect sizes. Similarly, the training methods used, and data source notably moderate the impact of cross-cultural training on cultural intelligence and performance.
Cole, N., & Nesbeth, K., 2014	Why do international assignments fail?	Semi-structured Questionnaire	The most reported causes for international assignments failures were those that lacked sufficient organizational support. This included inadequate or inflexible assignment policies, limited preparation and acclimation support, poor dual career support, insufficient company communication, and challenges related to repatriation. Participants reported that there was poor interaction with local employees, excessive family separation due to too many extended business trips during an assignment, differences in cultural norms between home and host countries, ethical concerns in foreign subsidiary offices, and a lack of career management support that led to early return to the home country.

Eisenberg, J., Lee, H., Brück, F., Brenner, B., Claes, M., Mironski, J., and Bell, R., 2013	Can business schools make students culturally competent? Effects of cross-cultural management courses on cultural intelligence.	2 Multinational longitudinal studies	Following cross-cultural management (CCM) courses, students' overall cultural intelligence (CQ) was significantly higher than prior taking the courses. For students who worked in a multicultural environment without taking CCM courses, CQ was not affected.
Frederick, M., 2020	Practitioner insights from 25 years of developing global leadership.	Experiential reflection	Given the VUCA (volatility; uncertainty; complexity; ambiguity) nature of global business, without interactions between global leaders and a coach and/or mentor it is difficult to visualize impactful developmental scenarios for program participants.
Goodman, N., 2012	Training for cultural competence.	Method analysis	The full implementation of recommended training methods will lead to optimal performance in the global market. Employees, by being aware of their own cultural perspectives and potential misunderstandings, contribute to the development of a broader world view conducive to global leadership.
Gundling, E., Grant, T., and Everhart, D., 2014	Global leadership at Ford.	Global Leadership Framework SCOPE Model	The Summit Program has consistently received high ratings in Ford's evaluation system, with favorability ratings ranging from 90-100% on nearly all program elements over a three-year period. Participants expressed strong appreciation for the hands-on learning opportunities in a major growth market provided by the program. Additionally, they are actively seeking to implement the global leadership behaviors learned in their own work, as indicated by written comments from participants.
Jyoti, J. and Kour, S., 2017	Factors affecting cultural intelligence and its impact on job performance: Role of cross-cultural adjustment, experience and perceived social support.	Exploratory factor analysis	Emotional intelligence (EQ) and social intelligence (SQ) exert a significant influence on cultural intelligence (CQ). Additionally, the relationship between CQ and job performance is mediated by cross-cultural adjustment (CCA), with social support and experience identified as controls in the relationship between CQ and CCA.

Nosratabadi, S., Bahrami, P., Palouzian, K., and Mosavi, A., 2020	Leader cultural intelligence and organizational performance.	Correlational - revised cultural intelligence questionnaire	Leader cultural intelligence (CQ) has an impact on performance enablers, and higher levels of CQ in leaders lead to enhanced performance of that organization. The CQ of leaders influences organizational structure, thereby affecting overall organizational performance. It was suggested that leader CQ, as a soft skill enables effective communication in a multicultural environment, transcending geographical boundaries. This skill is deemed essential for leaders within organizations operating in multicultural environments.
Rehg, M. T., Gundlach, M. J., and Grigorian, R. A., 2012	Examining the influence of cross-cultural training on cultural intelligence and specific self-efficacy.	Pre and post-test surveys	Lecture formatted training demonstrated significant improvement in mean levels of cultural intelligence (CQ) on the cognitive and behavioral dimensions, with less significant improvement in motivational CQ. Additionally, specific self-efficacy (SSE) scores from pre- to post-training were only marginally improved.
Shakeel, A., and Saidalvi, K., 2019	Cultural intelligence and leadership effectiveness in global workplaces.	Conceptual Study	Cultural intelligence plays a significant role in determining the success of global leaders in cross-cultural workplaces.
Stewart, A. C., Wilson, C. E., and Miles, A. K., 2014	Developing ethically & culturally-intelligent leaders through international service experiences.	Quasi-experimental, longitudinal design	Participating in an international service experience can contribute to enhanced moral reasoning and cultural intelligence (CQ) in adults. While sending a leader or manager on an expatriate assignment is common, it has been proposed that the nature of the service experience can influence both cultural sensitivity and moral reasoning. Moreover, the stronger and more complex the cross-cultural schema, the higher the cross-cultural competency of the leader. Therefore, international service experiences should be regarded as a crucial intervention for the development of global leaders.
Tuleja, E. A., 2014	Developing cultural intelligence for global leadership through mindfulness.	Pre- and post-immersion writing assignment analysis	Due to the cross-cultural immersion program, it was found that the mindfulness levels of students increased, and they became more reflective, and potentially more culturally sensitive.
Wood, E. D., and St. Peters, H. Y. Z., 2014	Short-term cross-cultural study tours: impact on cultural intelligence.	Pre-treatment and post-treatment survey	Short-term cross cultural study tours demonstrated a significant correlation with three of the four dimensions of cultural intelligence (CQ): metacognitive CQ, cognitive CQ, and motivational CQ.