

From Noble to Global: The Attributes of Global Leadership

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This paper examines the attributes of global leaders and their leadership in an emerging leadership environment. We live in a now universal era of globalization. One of the impacts is the increasing number of multinational organizations as the pace of business changes. The vast number of offices spread around the world requires these organizations to have leaders with abilities and competencies to lead globally. Consequently, it is evident that leadership becomes the most critical element that is required as organizations are continually faced by this increasingly competitive global environment (Tichy & DeVanna, 1990). As a result, modern organizations worldwide not only demand effective, adaptable, and committed leadership, but also more novel, less traditional ways to identify and train global leaders who are dynamic and thrive in complex environments because they possess a repertoire of qualities and skills to be effective (Oppel, 2007). The attributes, behaviors, and characteristics identified in this paper are worthy of further research so that organizations

can achieve greater success in their quest for effective leaders and leadership outcomes in this global environment.

Leadership today requires a global perspective. The global nature of the marketplace for products and services provides an ever-changing landscape for leaders. Yesterday's leaders did not need to understand the issues outside their own organization's corporate doors. Today's global economy requires leaders to be aware of the worldwide marketplace to remain effective and solvent.

Traditional leadership models potentially leave today's leader deficient in the new global order as it converges into one big industry according to Goldsmith, Bennis, O'Neil, Greenburg, Hu-Chan, and Robertson (2003). A "global mindset" is frequently used to characterize people with cultural competency; it is determined by one's ability to balance the complexities of business and culture", according to Kim, et al, and involves the leader not only being highly competent in their area of business, but also highly competent in understanding the culture of interest. "Global business in the future will require leaders to be like explorers, guiding their organizations through unfamiliar and turbulent environments. With markets, suppliers, competitors, technology and customers around the world constantly shifting, traditional leadership models no longer work" (Oppel, 2007, p. 8).

Daft (2002) reminds us also that globalization has altered the perceptions of leadership and that effective leadership must include a look into how our organizations fit into this new world. Lack of knowledge of the global perspective will not only inhibit one's leadership and management efficiency, but can also compromise the effectiveness of leadership and management techniques.

Historical Context of Global Leadership

Global leadership has historical context rooted in the history of leadership. Its roots can be found in the beginnings of civilizations and has garnered great interest for centuries (Wren, 1995; Daft, 2002). The organizational focus of the leader has evolved over this same period, shifting from an agrarian culture to an industrial one, moving from seeing workers as machines in levels of productivity to seeing the influence of showing workers attention, to leaders being focused on the organization to being focused on their followers. Goldsmith, et al (2003) offer that the "degree of change in leadership profiles from the past or present to the future has interesting implications for leadership

development,” understanding leadership focus will help leaders gain an understanding to inform the future of leading in a global world.

Transformational leadership has been the theory of choice for many decades in the field of leadership studies (Patterson, 2003; Pawar & Eastman, 1997; Rainey & Watson, 1996). The theory originated with Burns (1978), was expanded by Bass (1985), and has been further refined by Bass and Avolio (1994). Burns (1978) shows how the transformational leader asks followers to transcend their own self-interests for the good of the group, organization, or society and to consider their long-term needs to develop themselves, as opposed to their immediate needs, and to become more aware of what is really important. For the transformational leader, the leader's focus is directed toward the organization, and leadership behavior builds follower commitment towards the organizational objectives through empowering followers to accomplish those objectives (Yukl, 1998).

Transformational leadership, though highly effective did not consider such behavioral variables such as humility and altruism.

Consequently, theorists began to look at other leadership approaches such as servant leadership. In essence, transformational leadership research paved the way for servant leadership (Greenleaf, 1977) which is sometimes called ethical or values-based leadership, as both are both high-order evolutions in leadership paradigms.

Servant leadership has seen a high level of interest in the literature of late, perhaps this is due to what Lubin (2001) proffers—that the servant leader's first responsibilities are relationships and people, and those relationships take precedence over the task and product. Servant leaders trust their followers to act in the best interest of the organization, even though the leaders do not primarily focus on organizational objectives. Knowing that the entire premise of servant leadership is a focus on followers, as well as understanding that global leadership requires a focus on understanding and respect for others, the current paradigm for a global perspective ought to catch leadership from a servanthood approach. In fact, current research has shown that servant leadership must be considered as a viable option in the global marketplace (Patterson, 2003; Nelson, 2003; Dillman, 2004; Koshal, 2005; Serrano, 2006; Cerff, 2004; Stone & Patterson, 2005).

Note that both theoretical frameworks emphasize a high concern for people and for production. Servant leadership, however, involves a higher concern for people because the primary

focus of the leader is upon his or her followers and is a logical extension of transformational leadership (Stone, Russell & Patterson 2004; Stone & Patterson, 2005). Servant leaders lead organizations by focusing on their followers first and foremost, such that the followers are the primary concern and the organizational concerns are peripheral. In contrast to transformational leadership, servant leaders focus first on their followers. Servant leaders do not have particular affinity for the abstract corporation or organization; rather, they value the people who constitute the organization. Servant leadership is a virtuous-based leadership style and has seven virtuous characteristics;

1. **Love** –this love is a moral love—about doing the right things, for the right reasons at the right time; love causes the leader to see the followers are hearts rather than just hands to accomplish things.
2. **Humility**, which is a non-overestimation of your own merits, in other words knowing that you as a leader are not proud and do not over value yourself as a leader—humility causes the leader to respect the worth of all persons, to consider moderation and to give of themselves to others.
3. **Altruism** involves the leader giving of themselves for others—sometime this giving of self involves personal sacrifice.
4. **Vision** –this vision is not the vision for the organization, but rather about being visionary for the followers—seeing them not as they are but for what they can become.
5. **Trust** – servant leaders are very trustworthy and very trusting. Trust involves integrity and respect.
6. **Empowerment** –the leader really giving their power away—sharing the power with those who are ready to learn and grow—servant leaders foster growth and help followers feel significant.
7. **Service**, which is what servant leadership, is all about. Service is doing for others in big and small ways—the leader giving of themselves to their followers.

The Worldwide Shift to Global

Globalization refers to the shift toward a more integrated and interdependent world economy. Globalization includes the development of extensive worldwide patterns of economic relationships between nations. It is the process of increasing the connectivity and interdependence of the world's markets and businesses.

This process has accelerated dramatically in the last two decades as technological advances make it easier for people to travel, communicate, and do business internationally. Two major recent driving forces are advances in telecommunications infrastructure and the rise of the Internet. In general, as economies become more connected to other economies, they have increased opportunity and competition.

The "global leadership" terminology was not used with commonality until the 1980s, and has been on the rise specifically in the business and management arena, in addition the terminology in the literature is often used interchangeably with other terms—such as international, multinational and transnational (Jokinen, 2005).

The word "global" has passed into common usage, especially in the media, academia, and the business world. The adjective "**global**" and the adverb "**globally**" are synonyms of *worldwide* and mean of or relating to or involving the entire world in the general sense or as the planet Earth. "Global" implicitly implies the concept of a certain "one world." International is a broader term, in that it can refer to something involving all nations or as few as only two nations, but, presumably, all must be potentially involved before it becomes truly global.

Just as its synonym "worldwide," "global" is often appropriate when one wants to emphasize that something affects the entire world even if not all nations or all parts of the earth are directly included. Globalization is "inescapable" and leaders must learn to recognize and understand this reality to move forward (Goldsmith, et al, 2003).

The Leadership Shift Toward Global

Dr Robert J. House defines "leadership" organizationally and narrowly as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members." (House 2004) Organizationally, leadership directly impacts the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement, and sustainability.

According to Block (1993) there is a deep hunger within our society for organizations in which people are treated fairly and humanely and supported in their personal growth, as well as where leaders can be trusted to serve the needs of society. In addition, Block has called for a new model of leadership based on teamwork, community, values, service, and caring behavior. This approach to

leadership is based on the concepts of servanthood and ultimately will serve organizations the best long term (Caldwell, Bischoff & Karri, 2002). A similar confirming pattern of relationships, specifically between servant leadership, trust, and team commitment has also been established (Dannhauser & Boshoff, 2006; Dannhauser, 2007). Some have questioned if this might just be an emotional endeavor. Indeed, it appears not in that it is an unconditional concern for the well-being for others—for society and thus a global focused leadership.

Leadership has been subject to much scrutiny in the literature in recent years and has responded through some key changes to the way it organizes itself. This has led contemporary leadership views into a new dawn—pivotaly requiring that today's leadership thinking has to change with the times. This is what Javidan (2007) refers to as “forward-thinking cultures”—indicating that “competitive countries have an eye on the future” (p.20). This finding is based on the GLOBE project, a study now in its 15th year, which looks at how cultures vary in relation to a set of factors important to organizational management and leadership—surveying over 17,000 middle managers in 61 societies (Javidan, 2007).

A cascading effect of this eye-on-the-future challenge implies that organizational leaders at all levels are faced with a frank moment of truth. Peterson and Luthans (2003) maintain that the time has come for organizational leaders to rise to the occasion, not only to meet today's but also the foreseeable future economic and psychological challenges with undaunted courage and compassion. Against this backdrop Luthans (2001) proposes, a new **Positive Approach to Leadership**, or simply called PAL. Drawing from the emerging positive psychology movement, Luthans (2001; 2002a, b) and numerous other scholars and authors (cf. Csikszentmihalyi & Csikszentmihalyi, 2006; Luthans, & Jensen, 2001; Luthans, Luthans, Hodgetts, & Luthans, 2002; Peterson, 2006; Peterson & Luthans, 2003; Rath, 2004; Seligman, 2004) emphasize the dire need for, and meaning of, a positive approach to organizations and organizational leadership.

Specific arguments are made that at this time, organizational leadership needs a proactive, positive approach emphasizing strengths, rather than continue in the downward spiral of negativity trying to fix weaknesses (Luthans, 2001). Positive psychology in the workplace means creating and building a positive work environment—through positive leadership styles.

It seems this new positive psychology orientation in the field potentially meets the criteria for this quest in emerging global relevant leaders, and seemingly encompasses the necessary prerequisites. In an applied setting, like the workplace, positive psychology is referred to as **Positive Organizational Scholarship (POS)** movement, or **Positive Organizational Behaviour (POB)**—and, therefore, not only encompasses and supports PAL, but also creates conducive work environments that can embrace PAL to the outcome of effective execution.

Researchers have recently begun to investigate dynamics in organizations that lead to the development of human strength, resiliency, and extraordinary performance (Cameron & Caza, 2002). The focus of this work focuses on life-giving, elevating elements in organizations that have been ignored largely by organizational scholars. According to Cameron, Dutton and Quinn (2003) POS is largely (and primarily) concerned with the investigation of positive outcomes, processes, and attributes of organisations and their employees. Contrary to traditional organizational studies, POS studies focus on employees' strengths, and psychological capabilities. This emphasis parallels the new positive psychology movement that has shifted from the traditional emphasis on illness and pathology, toward a focus on areas like well-being, fulfillment, human strengths and virtues (Seligman, 1999). While the larger question of optimal human functioning is hardly new—Aristotle addressed it in his treatises on eudemonia (that happiness, eudemonia, is the highest good)—positive psychology offers a common language on this subject to leaders working in a variety of subdisciplines and practices. Rath (2004) combines groundbreaking discoveries of positive psychology in the workplace with compelling stories and by means of his research illustrates time-tested strategies for driving bottom line results. Due to its applicability in many settings and relevant for leaders, individuals, groups, organizations, communities, and societies, positive psychology is an integrative approach to leadership – and depicts the inclusion of aspects required of a true servant and positive leader.

Consequently, the true servant (and global) leader is the one who can achieve in creating and building a positive work environment through the application of positive leadership styles. This is crucial since it seems that one of the next major scientific human accomplishments is our understanding and commitment to engage all aspects of 'well-being' in our lives.

The Emerging Global Leadership Paradigm

So what does globalization, leadership, transformational leadership, servant leadership, and the perspective and focus of leaders have to do with leading organizations in today's global marketplaces? Well, actually everything. According to Alas, Tafal and Tuulik (2007) "Leadership is culturally contingent and the status and influence of leaders vary considerably as a result of cultural forces in the countries or regions in which the leaders function"—in other words, the leader's focus and understanding of leadership directly impacts how he or she leads. Leaders who understand this perception will not only be able to lead in a global marketplace, but will be the very ones leading effectively.

Global leaders are challenged to create new models of management systems, not just by being innovative and recognizing individual contributions, but also by taking into account the cross-cultural aspects of different societies. This includes language barriers, religion, attitudes, social organization, social value systems, and education.

Effective global leaders working in a regional or global context have found that such differences cannot be ignored. Insensitivity to such issues can create more barriers than any other factor to successful communication and collaboration in a global organization. Therefore, global leaders need to be aware of cultural and sub-cultural differences to lead effectively in a borderless organization. (Thorn, 2003)

Today's leadership must consider the global realities. In fact global leadership, according to Kim, Ja, Woith, Otten & McElmurry (2006), is "a multidimensional phenomena involving working across country and cultural boundaries." Additionally, it involves socialization adaptation and the ability to balance the complexities associated with doing business in other cultures. In his research Oppel (2007) also found that global leaders understand that they must equip, and then release those whom they lead. These leaders have the ability to do so, because they are savvy to provide followers the guidance and resources necessary to shape their experience, then let go and allow that collective wisdom to help them navigate through uncertainty and complexity. These leaders also are inquisitive and embrace every opportunity to learn (Oppel, 2007).

The Attributes of Global Leaders

For global leaders to be effective in leading multinational organizations, first they need to have what is widely known as leader's attributes or characteristics (Mercer Delta, 2006; Thorn, 2003; Harris & Moran, 2001). This means that a global leader is:

- ◆ Open to other cultures and flexible
- ◆ Aware of verbal and non-verbal differences in communication with person from another culture
- ◆ Aware that management practices developed in one culture may not be easily transferred to another
- ◆ Aware of the cultural influences on behavior
- ◆ Adaptive
- ◆ Loyal, honest, and ethical
- ◆ Having multidisciplinary perspectives, which are needed for problem solving. It is also said that further interpretation and application of these qualities to one's organization may have a direct relevance to the effectiveness of global managers

Jokinen (2005) offered a comprehensive list of global leadership competencies research, including Harris and Moran (1987) suggestion that overseas selection be based on empathy, openness, persistence, sensitivity to intercultural factors, respect for others, role flexibility, tolerance of ambiguity and two-way skills for communication. In addition is the research of Srinivas (1995) with eight global mindset components curiosity and concern with context, acceptance of complexity and its contradictions, diversity consciousness and sensitivity, seeking opportunities in surprises and uncertainties, faith in organizational processes, focus on continual improvement, extended time perspective and systems thinking. In addition, Jokinen offers analysis of the work of Moran and Riesenberger (1994) that global leaders need a global mindset, to work as equals with persons of diversity, be concentrated on the long term, be facilitators of organizational change, create learning systems, be able to motivate employees, be able to negotiate conflict, to manage the foreign cycle, to lead and participate in multicultural teams, a clear understanding of their own values and

assumptions, be able to accurately profile other's culture, and be able to demonstrate knowledge and respect for other cultures.

To become a successful leader in today's world, researchers and practitioners have suggested a set of competencies and skills required as an interpretation of the global leader's characteristics. The skills and competencies as well as its key behaviors were summarized in the table below:

Transnational Skills and Competencies	Globally Competent Managers
Core business & global business knowledge (Global mindset)	<ul style="list-style-type: none"> ◆ Understand worldwide business environment from a global perspective ◆ Able to take broad systematic views ◆ Set strategic vision
Creative thinking and innovative	<ul style="list-style-type: none"> ◆ Building a climate for innovation
Cultural interest and sensitivity	<ul style="list-style-type: none"> ◆ Learn about many cultures ◆ Work with and learn from people from many cultures simultaneously
Foreign experience	<ul style="list-style-type: none"> ◆ Learn from cross functional and international experience ◆ Transpatriation as means for career and organizational development
Empower others	<ul style="list-style-type: none"> ◆ Coach, teach and develop teams ◆ Develop organizational talent ◆ Foster teamwork
Collaborative leadership	<ul style="list-style-type: none"> ◆ Build strategic relationships ◆ Interact with foreign colleagues as equals
Self management skills	<ul style="list-style-type: none"> ◆ Drive for result ◆ Think analytically to make decisive judgments ◆ Lead ethically to make value-based decisions ◆ Manage the risks associated with increased competitive pressures
Interpersonal/Social skills	<ul style="list-style-type: none"> ◆ Able to work effectively in social systems ◆ Adapt to living in foreign culture ◆ Practice active listening and giving feedback

(Mercer Delta, 2006; Thorn, 2003; Harris & Moran, 2001; DeSimone & Harris, 1998; Krammar, McGraw & Schuler, 1997)

According to Jokinen's (2005) comprehensive analysis, an understanding of the myriad of global competencies leads to three main or fundamental global competencies; these three also lead to numerous other competencies for global leaders. The three are self-awareness, engagement in personal transformation and inquisitiveness.

Self-awareness. Leaders who are self-aware are those that possess a deep sense of themselves, their emotions, their strengths and weaknesses, their needs and drives, their frustration sources, and their reactions to their problems (Jokinen, 2005). Self-awareness is about being mature, confident, and a good sense of the sense—the entire person you are. The ability to be self-aware will open the door for leaders and managers to be able to effectively listen to others, to respect the values and insights of others, and to be able to be socially aware causing one to be able to interact in social situations with others—in a global working environment these are invaluable skills. Self-awareness will help leaders not only be open to other cultures, but also be more likely to have a global mindset that is fully aware of the culture around them.

Engagement. Jokinen (2005) offers that leaders who are engaged are those who have an entrepreneurial spirit and that this spirit is a necessity in global leadership, and here's why. Leaders who have this entrepreneurial spirit are those who are committed to the "ongoing development of personal knowledge and skills, creative dissatisfaction, and 'drive' to stay up to date." These leaders are the ones who are always on the cutting-edge of what is happening—in fact, they are driven to experience things that are new—and exciting. These are the leaders who are driven to be out in the world and actively a part of all that is happening. The engaged leader is engaged in personal transformation, which is really the key here. Engagement in personal transformation, according to Jokinen is "seeking opportunities to learn...being open to criticism...desire to experience new things...openness to change...a willingness to alter personal attitudes and perceptions...and have a proactive approach to learning." For the global leader this quality is vital for survival and success in the global marketplace.

Inquisitiveness. Yes, good ole curiosity is a winner for the global leader, at least according to Jokinen (2005). The global leader who is inquisitive is the one who is consistently seeking out "knowledge and expertise beyond boundaries" as well as obtaining knowledge and information from

multiple sources, in other words they are not limited to the status quo as they are always searching and learning—and in an active stance in this process. The inquisitive leader is one who is always searching, always looking and always has their head up and eyes wide open—this level of inquiry is an asset for the global leader who must remain vigilant in the process. Understanding these three competencies is considered as the conditions required for the emergence of other competencies, such as **mental** competencies and **behavioral** competencies.

Mental competencies are those competencies which direct the way a leader attempts to influence others and how a leader accomplishes tasks, affecting what work is done and how the work is done. The mental competencies of global leaders are optimism, self-regulation, social judgment skills, empathy, motivation to work, cognitive skills and the acceptance of complexity.

Behavioral competencies are those competencies which direct the way a leader actually performs work—i.e., the outcomes and results. Jokinen (2005) calls the behavioral competencies the explicit competencies, or those which are the core of all global competencies. These competencies include the leader's social skills, network management skills, knowledge, and experience.

There are two critical components of leading and managing in a global world (Daft, 2002); first is the understanding of cultural nuances and second is the adherence to communication. Cultural nuances involve the values and norms in a cultural setting. Culture is considered an intangible and is difficult to understand and comprehend, however the leader who takes the time to do so will be opening the door to effectiveness.

Culture can be conveyed in the language, and language can convey multiple meanings—for example, according to Kim, et al (2006) the French use language to convey subtle messages, the Dutch can be perceived as blunt and the Brits are seldom candid. For leaders this means not only being very aware of the cultural nuances, but also being very sensitive to them as well. Cultural nuances, if not addressed, can lead to misunderstanding and conflict resulting in a clash of cultures.

Adherence to communication is the second critical competency. For leaders this involves being very aware of the verbal and non-verbal messages being sent and received. Consider that communication “is deeper than simply understanding the words and the language” due to the cultural influences making meanings “obscure.” For leaders this will require great effort (Kim, et al, 2006) ensuring which idioms and analogies will be understood and which will not be.

Global leaders offer numerous factors that have contributed to their ability and success in global leadership; factors that helped them develop a global mindset. Indeed there are several contributing factors in becoming a global leader, according to Kim, Ja, Woith, Otten & McElmurry (2006). These factors were discovered through research from eight countries and five continents, delivering these factors contributing to becoming a global leader. The first factor is **mentorship**—global leaders report that they had significant mentors who spoke into their ability to lead and to lead globally. These mentors encouraged them to work internationally and to develop international relationships. Global leaders also reported that their mentors modeled cultural sensitivity as well as showed them how to develop culturally inclusive approaches. The second factor is **immersion** in global things. Many of these global leaders began their international focus by simply immersing themselves in their local communities within global activities such as involving themselves with international colleagues. Global leaders reported that when presented with any opportunity to participate in anything global—they jumped right in; in addition, they felt confident in their ability to be global participators. The third factor in becoming a global leader, according to Kim, et al, is **education** and/or **training** in global work—preparation for global leadership could include formal or informal education (such as training courses) or even self-education by linking up with international folk in the local area, it is all about completely gaining a frame of reference and understanding. The fourth factor is **building relationships**. Building relationships involves honoring the principles of respect for others and hold fast to such principles as collaboration, openness and trust. Global leaders reported building relationships also involves being open minded, adaptable, patient, and respectful of societal and cultural norms.

Additional Global Factors

Goldsmith, Bennis, O'Neil, Greenburg, Hu-Chan, and Robertson (2003) offer five characteristics or factors for global leaders: think globally, appreciate cultural diversity, develop technological savvy, build partnerships and alliances, and share leadership. Each of these is now discussed.

Thinking globally. The leader of today must realize that they are a citizen of a global world, and to truly lead others there must be a consideration of the “economic, cultural, legal and political ramifications (Goldsmith, et al, 2003).

Global thinking involves several things. First, the idea of making **alliances**, maybe even with competitors is needed to remain effective. Secondly is **global integration**, meaning to “take advantage of the economies of scale and worldwide learning while still responding to local needs.” Thirdly, a new understanding of **vision and values** will be needed. Fourth, understanding that **different countries do business in different ways** (such as time zones and the willingness of the leader to be flexible). Fifth, an **understanding** by the leader of the perceptions, motivations and social aspects of the countries he/she is involved in.

Daft (2002) offers that global leadership will have to be interactive leadership, a leadership style that focused on followers and relationships, rather than on power and control. The values that are a part of interactive leadership are “inclusion, relationship building, and caring”—these are often considered the feminine virtues of leadership, and are receiving a great deal of attention for new patterns of leader globally (Daft). Of interest, women leading in a global world also matches the new call for leaders today to be more effective at managing turbulence as well as managing culturally diverse environments—interestingly research supports that women are often more effective in these areas.

Research has shown that women leaders are more effective than men at leading with a humane-orientation and being open in their communication. In their leadership, women are highly capable of solving conflicts in organizations and highly encouraging of inviting others to be involved in the leadership process; while men tend to be more effective at exercising power and authority. This is not to say that men are not capable of being good and effective global leaders, however the research does show women are more natural at the leadership skills necessary to lead globally.

Regardless of whether you are a man or a woman in leadership, feminine leadership and communication styles have been shown to be the most effective interaction styles in global leadership: relational, transformational, sensitive, and attentive. Coupled with the global leadership core competencies of self-awareness, engagement, and inquisitiveness, women are a highly competent and skilled leader for the global leadership job. However, women often face barriers in getting to the top positions of global leadership and there are global leadership competencies one must pay attention to; First is diversity; global women leaders are diverse in their backgrounds, experiences, as well as geographically. Second, are the aspirations of people who desire leadership that is more

feminine, specifically followers look to women global leaders as being agents of hope, unity and change, or in other words the symbolic potential women offer for substantial change in the organization. Third is the idea that women are driven by the vision of the organization rather than being driven by hierarchical status. In other words, women typically are motivated to lead by a grand cause and pursue this mission and vision without derailment of personal agendas such as their power in the organization. Fourth, women global leaders encompass a broad source of power. This means that women tend to rely on broadly-based popular support rather than on demand and control sources of power which actually will increase their power.

Women in global leadership may have a more difficult road to the top, but the path is certainly available, and knowing such competencies that contribute to success of global leadership will help women obtain top leadership roles in the new global marketplace.

Summary

Modern organizations worldwide require effective, adaptable, and committed leadership. More importantly, they need innovative and creative ways to identify and train dynamic global leaders who will thrive in complex environments. It is no small task to translate global direction into the local context, communicate with a regional or global headquarters, provide strategic integration, and ensure uniformity across several countries. Working in a borderless environment means transnational skills and competencies become even more important for the leader to be successful.

The literature-based attributes, behaviors, and characteristics identified in this paper are worthy of further research so organizations can achieve greater success in their quest for effective leaders and leadership outcomes in a global environment. Specific questions raised for further research include:

1. Is there an attributional correlation between servant leadership and global leadership?
2. Do successful servant leaders have an attributional advantage in becoming a successful global leader?
3. Do the skills used to positively lead and manage people translate into an actionable form for positive societal impact/change?
4. Are there specific attributes and behaviors that provide women advantages for success in global leadership positions?

5. What theoretical constructs comprise a global leadership model?
6. What core values are required for success as a global leader?

Global Leadership means planning and managing, regardless of whether it's people, teams, departments, or the whole organization. Organizations must develop global leaders despite any constraints of limited time or financial resources (Oppel, 2007). Consequently, being the leader for a multinational company suggests that he or she may need to develop and demonstrate global leader competencies to take up an important role and to be effective in his/her role.

Leaders and organizations who take the time to recognize the new global perspective and prepare themselves for global leadership and management will not only be the successful leaders of tomorrow, but will be able to literally shape and change their world for the better.

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