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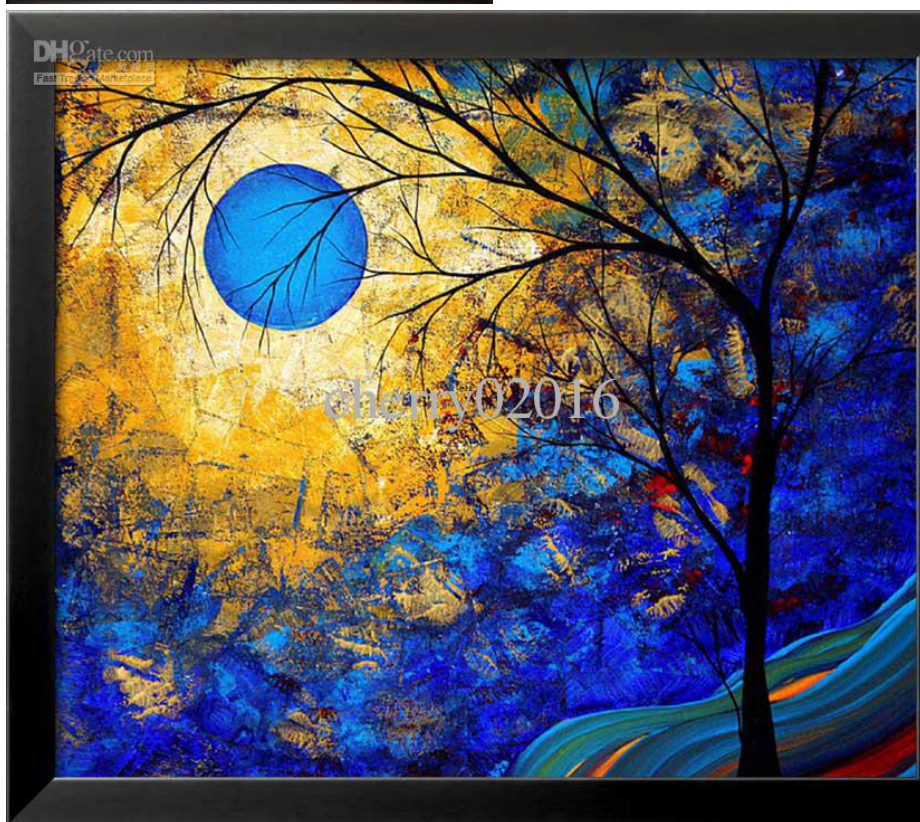
# Journal of Global Leadership

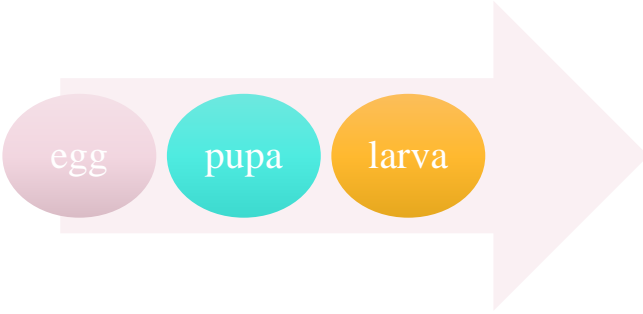
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The theme of both Volumes I and II is “Developing a Global Mindset.” The theme for next year’s conference is: **The Intersection of Technology and Global Connectivity: Can the Internet Help Developing Economies?**

## **Biography – Dr. June Schmieder -Ramirez**

Dr. Schmieder-Ramirez is currently Program Director of the Doctorate in Organizational Leadership at Pepperdine University. She has co-authored several texts on finance and is the editor of the Journal of Global Leadership.

She facilitates the International Center for Global Leadership Conference every July at the Roberts Grove Conference Center in Placencia, Belize. She is very interested in the topic of technology and how technology may help developing economies.

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## **STALEMATE IN CONGRESS: WOMEN'S PARTICIPATION IN GOVERNMENT TO BRING PARTY SATISFACTION?**

Presented at the International Center  
for Global Leadership Conference  
July 2014 – Placencia, Belize

**Diandra Bremond, MPP**  
**Pepperdine University**

The United States ought to examine the increase in women's participation in politics and the implications of this participation. As a consequence of the recent government shutdown and general stagnation in Congress, one might suggest that Members of Congress were reminded about the importance of garnering support from a variety of constituencies. As a result, they have been looking to develop and acknowledge diverse members of the nation's decision-making process so that these members can, in turn, understand

and empathize with these diverse groups housed within their constituencies.

Foreign countries serve as global models of how inclusiveness in legislation could potentially lead to an effective governing body. These legislatures are ripe with a demographic of policymakers that is truly representative of the demographic of their constituencies. Within the United States, although there has been substantial growth in women's participation in politics, only 24 percent of the legislative positions are held by women (Scola, 2013). Due to this gender disparity in Congress, one may argue that the gender gap is in part responsible for Congress' dysfunction.

This paper examines the implications of increasing women's roles in politics both on a national and global scale. This work further examines these implications by analyzing the history of women in politics in the U.S. Congress and members



of the Parliamentary System comparatively, as they are both the highest bodies of legislation in their political decision-making processes. This paper will also examine whether or not there has been a correlation in the advancement of government in both the U.S. and parliamentary decision-making organizations due to the increase in women's representation by examining policy that was implemented during the tenure of their government's given administration. Lastly, the author will examine the alpha leadership attributes that women uniquely possess, that could aid in the proper functioning of a democracy; thus, generating a case as to why women's participation in the national and global legislative bodies may be beneficial.

After examining the history of women in Congress and the Parliament, the effectiveness of policy in their legislation, as well as the alpha leadership attributes that women possess that promote an effective democracy, if it is found that women

positively contribute to the effective decision-making process, one may make a recommendation to Congress and U.S. citizens, that an increase in women's participation in government may be advantageous. Conceivably, with the recent provisional stagnation in government, the increase of women's participation may be more rewarding for governments now than ever before.

## **Issue**

The pervasion of law and politics has existed since the United States (U.S.) gained its independence from Great Britain. Additionally, the U.S. decision-making process adheres to doctrine gleaned from the Constitution and the Declaration of Independence. With that, the Constitution gives all power in the law making body to Members of Congress; furthermore, article 1 makes members of the U.S. Senate and the House of Representatives the most formidable decision makers in the nation's democracy. Moreover, the Declaration of

Independence requires that U.S. citizens “declare the causes, which impel them to separation.” Recently, the U.S. has been in the forefront of global politics, with the federal government shutting down due to party dissatisfaction. Due to the government’s recent stagnation, one must question, why such a divide amongst the Members of Congress exists? One may assert that the lack of acknowledgement of existing, though not predominant, gender diversity within the Congressional Members could be a factor in the administration’s temporary cessation. Due to the aforementioned fact, the U.S. decision-making body and its voters ought to examine the implications of the lack of diversity as it relates to women’s participation in politics by examining the following: women’s participation in Congress compared to similar Parliamentary systems, the effectiveness of implemented legislation of women representatives of the congressional and parliamentary

systems, and women's unique leadership attributes that could effectuate a governing body positively.

### **Women in the U.S. Congress**

Women in the U.S. have been faced with the challenge of entering the political realm for quite some time. It was not until five years after women were granted voting rights in 1920, that America had its first women serving in the House of Representatives. Despite Congress' great strides toward closing the gender disparity, only 18 and 20 percent of women comprise the House of Representatives and the U.S. Senate respectively (Ball, 2013). However, research indicates that women should comprise at least 30 to 40 percent of the decision making body to have an influential voice and make substantive contributions to the legislative process (Somani, 2013). Moreover, although a disparity amongst men and women exists in both the House of Representatives, and the U.S. Senate, women have made

advantageous attempts at effectuating legislative policy in government.

To stifle, accentuate, and address women's issues in America, many women of Congress have often created legislative alliances to help advocate for issues that women deem important. One of the many laudable coalitions formed in the U.S. Congress has been the Congressional Caucus for Women's Issues, which was founded in 1981. The caucus has been proven to make great leaps in legislation on a plethora of women's issues on both the national and international fronts. Women's issues are extremely imperative in the U.S.'s legislative process, especially because research indicates that 53 percent of the electorate voters in America are women (Goldberg, 2012). Consequentially, the Congressional Caucus for Women's Issues has combatted a large portion of constituents concerns such as: pregnancy, child-support, retirement, civil rights restoration, women's business

ownership, women's health, and domestic violence have been combatted with effected legislation through a myriad of laws. On the international front, the women involved with this caucus serve as representatives of the U.S. Congress at many United Nation (U.N.) conferences; thus, they often serve as models to women of the parliamentary system who aim to improve the lives of women abroad (Passante, 2011).

Although the women representatives of the U.S. Congressional caucus have made great strides toward improving the national legislative process, as well as serving as trailblazers in international governance for women; the country falls behind the projected percentage of women that is deemed necessary for a functioning government. One may argue that the lack of women's participation in government in the U.S. has been a major factor in the government's stalemate. Additionally, one may make the recommendation that the U.S. government look



to parliamentary systems that have similar gender disparity issues within their governing bodies.

### **Women in Poland's Parliament**

Many countries have had issues with gender disparities as it relates to women's participation in government that one may assert are comparable to the U.S. One such country is Poland, because its women were not granted voting rights until 1918. Moreover, similar to the US, Poland still has few women in elected positions in the Parliament. This fact is apparent with the implementation of The Quota Act (2011) that would allow for 35 % of candidates on electoral list to be held for women. However, the mandated quota did not bring as many women as expected to Poland parliament (Dajnowicz, 2012).

### **Women in Zimbabwe's Parliament**

Another country with gender equality issues is the country of Zimbabwe. In 2008, 30 out of 210 members of

Zimbabwe's Parliament were women: making women's participation in government just over 14 percent. Zimbabwe too sought legislation to stifle the gender disparity challenges within their governing body. Currently, Zimbabwe has a national policy that allows for 30% of the leadership positions to be held by women. It has yet to be realized whether or not the mandated quota has affected the rate at which women participate in government (Gudhlanga, 2013).

## **India**

India, like the U.S., has a Constitution that adheres to principles of equality. Yet, the nation has faced great issues with women's participation in politics on its highest level. Similar to countries such as Poland and Zimbabwe, legislative process was called to action to preclude such gender disparities in the future. Similar to electorate quotas, India created a mandated reservation system within their Constitution. This

system would reserve one-third of constituencies to be held by women. However, there have been conflicting views on the effectiveness of the reserve system (Pujari, 2012).

## **Ireland**

Gender inequality in Ireland has been common in politics for a wealth of time. Since the State gained its independence from Britain, only 92 women have been elected to the lower house in the Irish parliament. Similarly to Poland, Zimbabwe, and India, Ireland has moved to legislation such as gender quotas to stifle the gender disparities amongst the state's government. In 2012, the Elector Act would allow for a 30 percent sex quota for the next general election. Furthermore, the Act would increase up to 40 percent thereafter. (Buckley, 2013).

## **Discussion of Parliamentary Countries**

Research suggests that gender quotas are an effective way to increase the number of female elected officials (Somani,

2013). Due to that fact, one may question why the U.S. has yet to move to national legislation on women's role in U.S. politics. However, due to the recent implementation of gender quotas and the lack of effectiveness of these quotas due to their short tenure in countries such as Poland, Zimbabwe, and India, much more than legislative policy may be needed in both the U.S. Congress and members of the parliamentary systems to increase women's participation in politics. Kilgour (2007) contends that it will take more than simply adding women and stirring to increase women's participation in politics. Many researchers would argue for the implementation of voluntary gender quotas to combat such ideologies (Buckley, 2013, Somani, 2013). However, one may argue that this may be a lofty attempt due to the misogynist views of society. That being said, one may recommend that the U.S. also examine the positive advantages of having a woman as a leader and saturate the ideology into the American infrastructure, following exemplary examples such as

the country of Rwanda. The country of Rwanda, a country that is 19 years post genocide, is a great example of what may happen when that concept is greatly understood in society. Today, the country is a trailblazer in women's participation in politics with 56 percent of their parliament comprised of women (Herndon & Randell, 2013). Truly, women's participation in government may increase. The U.S. may look to examine women's leadership attributes and promote such attributes to both parties as well as both parties constituents.

### **Women's Alpha Leadership Attributes**

Ludeman and Erlandson (2004) argue that these alpha-attributes include strengths such as self-confidence, intelligence, being action oriented, highly disciplined, and holding a direct communication style may act as strengths to organizations. One may assert that the aforementioned traits would be desirable for a politician to hold. Often, women leaders hold alpha-female

personalities in political roles. Thus, women possess leadership attributes that could aid in running a democracy effectively. Recently, an Emily's List study found that 90 percent of voters in battleground states would vote for qualified women in their party, and 86 percent believe that America is ready for a female president (Valenti, 2013). Additionally, this may indicate that one should look to elect women to the highest electoral positions.

Although women can hold alpha personalities, they also hold attributes that men do not have. For instance, females are often less comfortable with conflict than men (Ludemand & Erlandson, 2004). Additionally, research indicates that women are very good at consensus building, but they tend not to be as prone to power plays (Boulard, 1999). With that, one may assert that in these gridlocked times of the U.S. federal government, women would be more likely to compromise and find common ground to solutions (Ball, 2013). With the 16 day U.S shutdown



(Eddlem, 2013), one may assert that change is needed in the U.S. government. Indeed, women's general nature is more communal. Hence, potentially, women may be able to ameliorate the current gridlock in the U.S. government (Ball, 2013).

## **Conclusion**

Gender disparities in government have been pervasive in governments both nationally and abroad. The U.S., along with other countries such as Poland, India, Zimbabwe, and Ireland have all had similar gender equality issues. To stifle the gender disparity, all countries except the U.S. have moved to mandated gender quotas for elections. With that, one may question why the U.S. has not yet moved to such gender quotas. While research indicates that gender quotas can increase women's participation in politics, there has not been a great examination of how governments have fared after the implementation of

such legislation. Greater research on the aforementioned topic is needed. However, out of the 95 countries that rank higher than the U.S. with women participation in legislature, 68 of them employ some type of gender quota (Somani, 2013). Yet, one must understand that just simply increasing the number of women on voting ballots will not solve the gender disparity in government. Although the U.S ought to be striving for the 30 to 40 percent projective percentage that is necessary for a functioning democracy, simply mandating a gender quota may not be the best practice for the U.S. in regard to the recent government stagnation. Governmental leaders on both the national and international fronts ought to further promote women's role in politics, based on the leadership attributes that women possess uniquely. Research has indicated that both parties in the U.S. government believe that they could benefit from an increase in women's participation in government (Ball, 2013). Although there has been substantial growth in women's

participation in politics, only 24 percent of the legislative positions are held by women; hence, there is still a plethora of electoral service roles or positions open across the fifty states (Scola, 2013). Additionally, Dr. Rambir Sharma, argues “equal access of men to women in power, decision-making, and leadership at all levels is a necessary pre-condition to the proper functioning of a democracy” (2012, p. 1). Hence, an increase in women in Congress may be beneficial, as voters believe women are more trustworthy, less corruptible, and more in touch with everyday concerns (Ball, 2013). With that, one may assert that this could potentially end the tension in the U.S. Congress and be a healthy step in repairing the broken governmental body.

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voluntary quotas the way to go? *William and Mary Law Review*, 54(1451) 1451-1488.

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## **A CULTURE OF GROWTH AND SUPPORT IN NURSING**

Presented at the International Center  
for Global Leadership Conference  
July 2014 – Placencia, Belize

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The healthcare industry has one of the most interesting organizational cultures of any organization. One aspect in particular of healthcare is nursing. Despite the fact that young nurses need more support in the beginning of their careers, this is not case (Bray, 2001). A contributing factor to this phenomenon is that nurses in their 20's work along side nurses in their 50's or 60's. This intergenerational interaction has emerged, with co-workers not having much in common,

differing values, and differing workplace ethics (Eley, Eley, & Rogers-Clark, 2010).

This study sampled several different hospitals across the nation with a survey questionnaire. From the survey sample, nurses were randomly selected for a follow-up interview. This mixed methodology approach increases the understanding of the bullying issue by using a organizational culture framework, and identifies a phenomenon that is occurring in our hospitals. This study concludes with recommendations for healthcare leaders, undergraduate programs, and entry programs for improving the culture of the nursing profession.

### A Culture of Growth and Support in Nursing

For several years, there has been a nation-wide nursing shortage (Stevens, 2002). Despite aggressive recruitment strategies, a changing perception of the nursing career, and with the recent recession, insuring job security, there is still a shortage of nurses. One of the problems with the nursing

shortage is the retention rate. The retention rate can be correlated to the workplace culture of nurses (Lewis, 2006; Stevens, 2002).

### **Problem and Purpose of Study**

In addition to the nursing shortage and the low retention rate, the workplace culture of bullying in the nursing profession has also led to affecting patient care. This study aims to identify the issues pertaining to nurses in terms of organization culture and organization behavior. There are previous studies that establish that nurses do not have a culture of cohesion, however, this study aims to answer the question of the reason for this using a framework of organizational culture. Generation issues are identified as one of the causes, however, is that the only reason for the bullying? Finally, what are the steps that healthcare managers can take to create a culture of support, transparency, and cohesion? In addition, how can

mentorship programs assist in the transition of new nurses into the existing culture in the workplace location?

### **Background**

Bullying in the nursing profession has been demonstrated across numerous institutional locations. One of the most prevalent places bullying occurs is in hospitals, however, there are studies that indicate bullying occurs in doctor's offices, nursing homes, and with nurses who provide direct and indirect care (Rocker, 2008). One of the contributing factors to bullying among nurses is the high-stress environment (Stevens, 2002). Other contributing factors are attributed to the majority of nurses being female, a large distribution of age ranges, and the lack of control nurses have over their job (Lewis, 2006; Stevens, 2002).

A study done by the New Zealand Nurses Organization (NZNO), conducted in 2010, found that nurses who were 30 years of age and younger, ten percent were considering leaving

the nursing profession in the following 12 months. The study went on to show that 40% indicated that the actual nursing profession differed from their expectations. In addition, the study found that emotional stress was higher than what most nurses expected and the compensation was lower than what was expected (Jamieson, 2012).

### **Types of Bullying**

The term bullying has taken center-stage in the media lately, especially pertaining to school-based literature.

According to this literature, bullying is:

...bullying is defined as a subset of aggressive behaviors involving three criteria: it is intentional harm-doing or aggressive behavior; it involves an imbalance of power between the victim and the bully; and it is carried out repeatedly and over time. (Quine, 2001, p. 74)

Despite this definition, adult bullying is harder to define, especially when it is done in the workplace. Researchers have

had a difficult time defining workplace bullying. However, there is a range of behaviors that are categorized as workplace bullying.

First of all, bullying can be categorized into three main types. There is direct physical, direct verbal and indirect verbal bullying. Going further, there are five categories of bullying that fit inside the main types of direct verbal and indirect verbal bullying. The five types of bullying are: threat to professional status, threat to personal standing, isolation, overwork, and destabilization (Quine, 2001).

**Threat to professional status.** Threat to professional status is defined by attempting to demean another professional's work ethic, capabilities, or expertise. In this category, the bully continually tries to belittle and/or undermine another person's work. The threat to professional status also includes public professional humiliation (Quine, 2001).

**Threat to personal standing.** Gossiping, name-calling, and insults done by the bully to the victim define threat to personal standing. This category fits in both direct verbal and indirect verbal types of bullying. Teasing and innuendos are included in this category (Quine, 2001).

**Isolation.** Isolation is another practice of intimidation that is categorized as bullying. This isolation has been cited as creating a "climate of fear," where the victim is often reluctant to report the practice of isolation (Rocker, 2008, p.4). Isolation also includes preventing access to opportunities of advancement, training, or additional responsibilities. There can be physical isolation, social isolation, and withholding of information. Some other behaviors can include freezing out, ignoring, or excluding of the victim by the bully (Lewis, 2006; Quine, 2001; Stevens, 2002).

**Overwork.** Overwork is a type of bullying where there is undue pressure to produce work, impossible deadlines, and

unnecessary disruptions. Also in this category is having a heavier workload and having more responsibilities than other nurses in the department. This may be a perception or actual fact. Nevertheless, the survey used in this study measures attitudes and beliefs (Quine, 2001).

**Destabilization.** Destabilization is defined as failure to give credit when due, assigning meaningless tasks, and removal of responsibilities either with notification or without prior notification. Also in this category is shifting goalposts with or without notifying the person who oversees those duties, repeated reminders of error, or being heavily critiqued on daily duties are also included (Quine, 2001).

### **Deviant Workplace Behavior**

Using an organizational culture framework to analyze bullying behavior, deviant workplace behavior is where workplace behavior defies the cultural norms of the organization. Behavior that violates workplace norms is called



deviant workplace behaviors, and this type of behavior threatens the well being of the organization. This term is used synonymously as antisocial behavior and workplace incivility. Just like bullying behaviors, deviant workplace behaviors also have categories (Robbins & Judge, 2008).

The categories of deviant workplace behavior include: production property, political, and personal aggression. The production category of deviant workplace behavior includes leaving early, intentionally working slowly, and wasting resources. In the property category, lying about hours worked and stealing from the company are included. In the political category, gossiping, spreading rumors, and blaming coworkers are included. In the category of personal aggression, sexual harassment, verbal abuse, and stealing from coworkers are included (Robbins & Judge, 2008).

In this study, some of the bullying behaviors fall into certain categories of the deviant workplace behaviors. The

bullying categories of: threat to professional status, threat to personal standing, and isolation fall into the political category of deviant workplace behavior. When the bullying behavior moves from indirect verbal bullying of spreading rumors and gossiping to direct verbal bullying of name-calling, verbal abuse, and innuendos in the victim's presence; the deviant workplace category moves from political deviant workplace behavior to personal aggression deviant workplace behavior (Robbins & Judge, 2008).

It is important to note, the deviant workplace behaviors can become the social norm of the organization. According to Robbins and Judge (2008), "As with norms in general, individual employees' antisocial actions are shaped by the group context within which they work" (p. 130). This very well may be occurring in the nursing profession. Robbins and Judge (2008) continue to state, "...deviant workplace behavior is likely to flourish where it's supported by group norms" (p. 130).

## **Reasons for Bullying**

Lack of control nurses have in their jobs may be a determine factor in the bullying culture of nurses. Nurses who feel that they have a lack of control attempt to gain control by bullying others. Along the same trend, nurses may feel that they have to find an escape goat for their mistakes and errors and may start rumors, belittle other nurses in front of management, or speak in innuendos alluding to another nurse's incompetence. This leads to a culture of intimidation in nursing and ultimately has an adverse effect on patient care (Quine, 2001).

Dellasega (2009) cites several different reasons for bullying. Bullying may ensue with preferential treatment by management or physicians, recent hires, graduates, promotions, or honors, and holding grudges. The nurses who bully may use a wide variety of tactics. Some of these tactics include backstabbing, gossip, and using exclusion as a form of

aggression. According to Dellasega (2009), “Some nurses use put-downs, gossip, and rumors (PGR) to bully other nurses” (p. 55). Dellasega (2009) goes on to state:

In a stressful situation, instead of working collaboratively, this [type of] nurse is likely to turn on others. Even in relaxed circumstances, when she’s present casual talk can quickly turn hurtful. Her targets can seem random and may change daily or more often. She’s quick to take offense at a neutral remark and respond with a put-down or an innuendo. (p. 55)

Dellasega (2009) noted that this type of nurse is looking to bond with other nurses, however, the manner in which to do so falls into deviant workplace behavior. Dellasega (2009) also noted that bonding and closeness between two people was greater when sharing negative attitudes about a third party rather than sharing positive attitudes.

## **The Study**

The scope and sequence of the study used a mixed-methods approach with a survey instrument and follow-up interviews. The mixed-methods approach was used to utilize a wide number of participants. Followed by random interviews of the participants to elucidate the findings gathered from the survey instrument.

### **Participants**

Participants were recruited through several different channels. Hospital leaders were contacted to recruit employees to participate in the study. In addition, a convenient sample was utilized with a snowball method to acquire more participants. Participants were recruited from all different locations, such as hospitals, doctors' offices, and nursing homes. In addition, participants had a range of ages, level of education, level of management, state of residence, and years in the profession. Despite the ranges in demographics, all of the participants were

female. This was not done deliberately in the recruitment phase and happened randomly.

### **Survey Instrument**

The survey instrument contained six sections followed by demographic data. The sections are as follows: Shared Professional Experience with Other Nurses, Workplace Climate, Beliefs and Job Satisfaction, Aggressive Behavior in the Workplace, Management Support and Employee Value and Category of Bullying Questionnaire. In each section, there were four to five statements were participants were asked to agree or disagree on a five-point Likert scale. Using a panel of experts validated the survey instrument. One of the experts is a professor and practitioner in the field. They made recommendations on the language and refinement of the survey statements to make the survey instrument more valid. Reliability was confirmed by using a focus group to take the survey to ensure the statements would yield reliable responses.

## **The Findings**

The findings were very interesting that came out of the survey instrument. It was found that 50% of nurses surveyed have been personally bullied based on the self-reporting survey. However, despite 50% of the participants stating that they have been bullied, the number may actually be higher because nurses may not know that the actions and behaviors that are happening are actually bullying behaviors. Even more surprising, 66.66% of nurses surveyed witnessed another nurse being bullied.

### **Category of Reported Bullying**

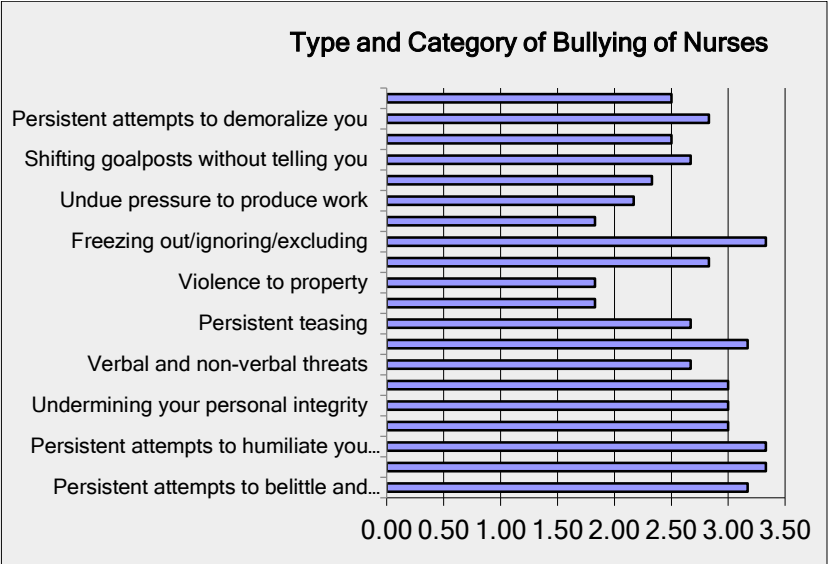
Looking at the type of bullying that is taking place and happened to the participant, 50% of the respondents reported that they were humiliated in front of their colleagues by another nurse. In addition, 50% of nurses reported that there were persistent attempts to undermine their work and there was persistent unjustified criticism and monitoring of their work.

Also, 50% of the participants reported that they have had inappropriate jokes about them and have experienced freezing out or excluding.

A third of the respondents reported that they had use of intimidating discipline competence procedures, they had their integrity undermined, and necessary information was withheld. Sixteen percent of respondents reported persistent demoralization, removal of responsibilities without consultation, undervaluing of efforts, shifting goalposts, and persistent teasing. Please look at Table 1 for further information, Table 1 shows the average score for the Likert scale used in the survey.



Table 1. Category of Bullying



**Shared Professional Experience with Other Nurses**

Nurses reported that they share professional knowledge with other nurses. This culture of cohesion shows that management has set the tone for nurses to support each other. With follow-up interviews, all participants reported that their managers are professional role models who try to help with setting a supportive environment. Overall, there seems to be a

culture of learning and support based on the first part of the survey.

## **Workplace Climate**

In the Workplace Climate part of the survey, many of the questions were answered from the Shared Professional Experience with Other Nurses section and the Category of Bullying portion. In the Workplace Climate part, trust of colleagues, role ambiguity, the decision-making process, and control over job were measured.

Trust among colleagues was an issue with the participants. Eighty-five percent of the participants reported a lack of trust with someone on their unit. A third of the participants reported that they have a heavier workload than other nurses in their department. None of the participants reported having role ambiguity and 83% of participants stated that they have a beneficial relationship with another nurse. Trust in management was low, but not alarming.

## **Beliefs and Job Satisfaction**

Overall, nurses are satisfied with their current job as a nurse. However, some nurses indicated that they enjoy nursing, but did not have satisfaction with their current position. Participants stated that they wished their nurse manager incorporated more advice from the staff when making decisions. However, they felt their manager was proactive in addressing areas where support was needed, only 16% of participants disagreed. Overall, the participants felt that promotions, rewards, and democracy with decision making was good and fair.

## **Aggressive Behavior in the Workplace**

Aggression in the workplace was measured. Beliefs about aggression and actions that occurred were measured in this section. A third of respondents reported that bullying has led to physical aggression directed towards them and included throwing items in the healthcare setting. When the participants

were asked if bullies targeted nursing students, new nursing graduates, and new nurses, 40% of participants reported that was occurring in their unit. Sixty percent of respondents reported that bullying, intimidating, or disruptive behavior has lead to an adverse affect on patient care.

In department meetings, 16% of participants reported that management addressed aggressive behavior that included gossiping. Another third of the respondents stated that these behaviors were alluded to, but nothing was definitively stated. Fifty percent of respondents stated that their workplace enforces a zero tolerance policy for bullying in the workplace. Another surprising finding was that 70% of participants reported that bullying contributed to medication delays, medication delays, and medication administration errors.

### **Management Support and Employee Value**

Overall, management seems to be supportive, however, this portion of the survey elucidated some of the responses

reported earlier. Fifty percent of nurses reported that they have undue pressure to produce work. None of the participants reported having management withholding necessary information from them. Similarly, none of the participants reported having removal of responsibilities without their consultation. Ten percent of the participants stated that they had experienced an unreasonable refusal of a promotion.

Conversely, none of the participants reported an unreasonable refusal of training that was requested by the participant. In addition, ten percent believe that their efforts are constantly undervalued. Sixteen percent of the participants stated that they had witnessed bullying of their manager, however, none of the participants witnessed their manager bullying another nurse.

### **Other Findings**

There was a range of ages, type of employment,

education levels, and departments and units. However, all of the participants were female and all were presently employed as a nurse. Two-thirds of the participants reported that they were satisfied with their current position. One-third stated that they were very dissatisfied with their current position. None of the participants stated that they were planning on leaving the nursing profession, and all of the participants stated that they felt some level of satisfaction with nursing.

Looking at mentoring programs in the nursing profession, participants were asked if they participated in a mentoring program with their employment or through their university. Only ten percent of participants reported having a nurse-mentoring program through their college or university of where they received their degree. Interestingly, only one third of participants had a mentoring program through their place of employment.

## Conclusion

With 50% of participants being bullied, bullying is inherently a problem in the industry. Surprisingly, physical violence was also present in the workplace for nurses, although with fewer reported cases. However, for the most part, gossip, rumors, and innuendos were the most common workplace bullying.

Overall, management seems to be cultivating a culture of support, and in all cases, management was reported as favorable. The bullying seems to be done by one person in the unit who targets the participant or someone the participant witnessed being bullied. In one case, the participant who was interviewed stated, “All negative interactions are coming from one employee only. The rest are so awesome, and the issue is being addressed.”

All categories of workplace bullying outlined by Quine (2001) were reported. The most prevalent categories of

bullying were threat to professional status by belittling and undermining work, unjustified criticisms of work. This is followed by destabilization with humiliation in front of other colleagues. Finally, isolation was a common practice with freezing out, ignoring, or excluding of the participant. This was similar to the findings of Quine (2001), where she found that the most statistically significant category was threat to professional status. However, isolation and destabilization were prevalent, but not statistically significant.

### **Recommendations for Healthcare Leaders**

Participants reported that there were few mentoring programs through the participants' universities or colleges, which was expected. Based on the literature, the expectation was that there would be few mentoring programs through colleges and universities, however, in the literature, mentorship



programs through the place of employment was expected to be more prevalent. However, that was not the finding in this study.

Since participants reported that there were nurses in their unit who targeted new nurses to their unit, recent graduates, the first manner to begin to elevate the bullying problem in the nursing profession would be to implement employment-based mentorship program. Ideally, this mentorship program would pair a nurse who had several decades of experience behind them to bridge across generations, which would transfer values held by one generation to the incoming generation.

During a nurse's first placement in the workforce, mentoring programs through universities and colleges would help eliminate the bullying problem. This would help alleviate the bullying problem by transferring values and providing support for nurses while they are in their first workplace placement. Universities and colleges would work closely with

the nurses' first placement to reinforce training, and protocols that are specific to their place of employment.

The first proposed recommendation targets new nurse and recent graduate victims. However, there must be policies put into place to support nurses who are currently in the middle of their careers. Managers can have meetings to address the indirect verbal bullying that has been reported in this study. Managers should begin to speak the same language in regards to the bullying problem. Assisting nurses in defining the problem and stating all ways the problem can exist is a way for nurses to become more aware of the problem that plagues their colleagues.

Ultimately, hospitals will have to be re-cultured with a new set of norms. Communication, department meetings, and other artifacts will need to be aligned to support a culture of support and a safe environment. Managers will need training on

how to have crucial conversations and handle disagreements between nurses were opinions vary and emotions run strong.

Having a zero-tolerance policy when dealing with bullying in the nursing profession will help and alleviate the problem. In addition with the zero-tolerance policy, having nursing students participate in training in dealing with workplace bullies will help bring the problem to the forefront of management because the incoming nurses will know to report issues of gossiping and rumors.

With these recommendations, the bullying problem in the nursing profession can begin to be dealt with. There is still more work to be done to better this issue, and more research will need to be done. The next step would be to implement some of these recommendations and use an action-research approach to implement these new programs.

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## **EFFECTIVE STRATEGIES FOR CROSS CULTURAL VIRTUAL TEAM LEADERSHIP**

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**Edward van Luinen**

For the past number of years, globalization has had a transformational impact on many companies. The search by most companies for new customers and increased profits have been the primary motivators for companies to focus their attention outside of national borders. Once borders are crossed, however, these companies face challenges and opportunities in the people domain of business, where success and failure often lie. Globalization, to be sure, is not only a mindset but a skillset that is finely honed through strategic and tactical successes and errors working in this domain. Leaders are keenly affected by globalization forces with irreversible trends in quicker customer and market demands, interconnected communication networks,

heightened competition for knowledge workers and the expectation of a near-24/7 work week. At this point in time, leaders working for global companies no longer have the luxury of co-located teams comprised of one national identity. To wit, leaders must transcend geographic locations and time zones for successful transformation of and interaction with worldwide cross cultural teams. Rather than look at these factors as limitations, the savvy global leader combines the best of mindset and skillset to lead and influence cross cultural virtual teams toward innovation, engagement and productivity, successfully spanning time, distance and cultures for maximum impact.

As the effects of globalization continue to impact companies and their work methods, more and more work is being done by virtual teams. According to a survey by the Society for Human Resources Management (SHRM, 2012), nearly one-half, or 46 percent, of organizations surveyed use

virtual teams (“Team Relationships,” 2012). By way of further context, of particular note in this survey is the pertinent detail on the challenges that virtual teams face. According to a randomly selected sample of 379 human resources professionals, virtual teams struggle with the following in descending order: (a) building team relationships at 51 percent; (b) time differences at 49 percent; (c) distribution of work at 32 percent; (d) cultural norms at 26 percent; and (e) virtual team leadership at 25 percent (“Team Relationships,” 2012).

There are a few interesting observations about the SHRM survey data. First, virtual team leaders appear to be able to navigate somewhat adequately in their roles, as this is the last item mentioned as ineffective about virtual teams in the survey. Second, leaders have direct influence on how virtual team members perceive the balance of the survey items. For example, as seen in the literature, team relationships can be identified, built and managed by an effective virtual leader.



Also, leaders can make a concerted effort to better navigate the other challenges such as time differences and distribution of work. The last survey area mentioned for virtual team success is the ability to understand and manage cultural norms, which is an additional area team leaders can influence for team benefit. A number of these survey items have been addressed specifically in the literature to define successful cross cultural virtual team leadership.

With our virtual team challenges established, leaders of cross cultural virtual teams have many opportunities to increase impact. First, in any context, leadership is both the art and science of creating followers and other leaders. More specifically, many studies have referenced transformational leadership which seeks to positively affect followers' behaviors based most typically on close and sustained relationships. However, due to organizational realities, advances in informational technologies and dispersed teams, these

assumptions are being challenged. Joshi, Lazarova, and Liao (2009) found that inspirational leadership is a key catalyst, with a focus on two areas that can make a difference to help leaders best manage teams in a dispersed context. The first area is to distinguish between personalized relationships based on close social proximity of the team and what is referred to in dispersed teams by Joshi et. al. (2009) as “socialized relationships which focus on the individual’s acceptance of the leader’s message and are demonstrated by [the resultant] commitment or citizen behaviors directed to the team” (p. 240). In dispersed settings, therefore, the leader’s finely-tuned message becomes paramount to gain both initial and sustained commitment. With a focus on building socialized relationships with dispersed followers, a leader can subsequently focus on visioning, for example, to encourage the group to transcend member differences (Joshi, Lazarova & Laio, 2009).

With a pre-eminence on socialized relationships to build leader-follower commitment in virtual settings, leaders next need to look to build more trust in geographically dispersed teams. This is important in virtual team relationship building yet eludes many leaders of such teams. Continuing, Joshi et. al. (2009) found that trust in virtual teams is less emphasized by feelings and more emphasized on task. Hence, team members who align not only with the message and but also with group tasks will use a barometer of task accomplishment toward the fulfilling the vision as the primary avenue to build trust and transcend more feeling-based face-to-face interactions.

Slightly deviating from the findings of Joshi et. al. (2009), Howell, Neufeld and Avolio (2005) posit that the transformational leader's impact is a potential boundary when the distance between leader and follower is greater, but that this may be mitigated with the advancement and appropriate use of virtual information technology. Howell et. al. (2005) go on to

state and validate Joshi's findings with the assertion that leaders' key messages have the potential for greater positive or [sometimes] negative scrutiny when working at a distance, since the interactions can be fewer. Therefore, the onus is on virtual leaders to best reinforce with strong and consistent messaging to their followers during virtual communications. In other words, virtual settings dictate that leader messaging must be selected and telegraphed very consciously for maximum impact.

In a study on leadership of partially distributed virtual teams (PTD), Ocker, Huang, Benbunan-Fitch and Hiltz (2011) found that the dimensions of geographic, cultural and temporal distance impacted leadership dynamics. While geographic limitations have been explored in other works, it is worthwhile to further explore the impact of cultural differences and time zones on virtual teams. Looking at PTD makeup, Ocker et. al. (2011) cite that "cultural differences hinder effective

communication ... and are detrimental to team coordination” (p. 277). Temporal distance creates another barrier to cross cultural virtual team leadership. This barrier becomes pertinent for leaders with the absence of synchronous communication opportunities due to time zones and different work schedules. Establishing mindfulness is the first step for an artful cross cultural virtual team leader who can then account for these cultural and temporal differences with specific strategies and tactics developed over time.

Some strategies and tactics have leaders in distributed teams at their most effective when they demonstrate certain finely-honed behaviors. Ocker et. al. (2011) found that effective leaders of virtual teams operated best when they “played a mentoring role, displayed high levels of empathy toward team members, asserted their authority while remaining flexible, assigned responsibilities to team members, and provided regular, detailed and prompt communication” (p. 279).

Leveraging geographical and temporal distances, technology plays a key role to allow leaders to display some of these behaviors. For example, showing empathy and acting as a mentor are behaviors which create an impact since they transcend culture differences. In essence, these are core face-to-face leadership skills which can also be leveraged by the virtual leader.

It is important to further address the cross cultural domain of leadership for this adds additional complexity and opportunity in the work of global virtual leaders. Trompenaars and Hampden-Turner (1998) found that:

If, [in the global context], business people want to gain understanding of and allegiance to their corporate goals, policies, products or services wherever they are doing business, they must understand what those and other

aspects of management mean in different cultures.”

(p. 3)

This is the true work of the cross cultural virtual team leader. While it may be comforting tactically for leaders to reference do's and don'ts for guidance, it is more valuable for global leaders to look to specific models and competencies that are needed to frame meaning and achieve results when working cross culturally.

To be sure, the challenge global leaders face when communicating virtually is further nuanced with the varying levels of diversity in cross cultural team makeup. Companies—and by proxy their leaders—seem minimally prepared to succeed in the domain of cross cultural communication with their teams. Robbins and Judge (2013) cite that “only 18 percent of companies have documented strategies for communicating with employees across cultures, and only 31

percent require that corporate messages be customized for consumption in other cultures” (p. 356). Looking at these statistics, too much leeway, then, is left to the global leader to “sink or swim” when addressing the complexities of effective cross cultural virtual team leadership and resultant communications. Implications for companies internally to improve upon these alarming statistics include opportunities for identifying and training to global competencies in influencing, communication and negotiation in cross cultural virtual contexts in which global leaders are increasingly operating.

There is a third and pressing call for global leaders of virtual teams to demonstrate cross cultural competence. This is in the area of unleashing innovation. Hyun (2012) posits that if global leaders “don’t invest the time and effort to understand the cultural makeup of our team members, we will lag behind others in navigating global teams, and underuse the very people who can fuel innovative thinking” (p. 15). In this sense,



innovation and innovative thinking span national boundaries, providing opportunities for global leaders to win in the competitive marketplace. The work for global leaders of cross cultural virtual teams is to better interpret behaviors and actions coming from culturally diverse team members, first to build rapport and engagement and then ultimately to tap into their innovative thinking as a key success differentiator.

While there is abundant research on virtual team leadership, and also on the topic of cross cultural team leadership, both of which are referenced here, there is a paucity of research combining these two. Typically, the research tends to address these issues separately. An opportunity exists for a deeper exploration of expanded cross cultural effectiveness for virtual team leadership detailing specific strategies, communication, influencing and tactics in this domain. This added focus would add a richer dimension to the research on effective leadership of cross cultural virtual teams.

Embedded in the research analysis are specific strategies, mindset and skillsets from which global leaders can glean direction and motivation to manage cross cultural virtual teams. It can be instructive to provide a more detailed roadmap outlining the challenges and opportunities global leaders may encounter, culminating in a listing of aligned and practical tips.

On a strategic level, leaders of cross-cultural, virtual teams members need to fully engage and include their team members—at the strategic and tactical levels and with decision-making. Time and time zones differences, local holidays, telecommunication challenges, and cultural awareness are additional challenges leaders can account for and convey sensitivity toward. Also, the global leader who dedicates additional time to virtual teambuilding exercises can feel some pressure since, for at least one team member, the timing will not be ideal.

By way of response to these challenges, there are numerous opportunities for global leaders to increase engagement and gain productivity with their cross cultural virtual teams. The first recommendation is to meet at least once a year, if not quarterly. This provides the teams the needed space and chance to have the casual brainstorming and relaxed, connecting conversations over issues to build team cohesion. Once the team is dispersed, the second recommendation is for team members to own not just execution of the leaders' strategies, but their own strategies to execute. An additional follow-up is the recommendation of leaders to visit each virtual team member to understand team member contexts and cultural norms.

An additional opportunity for global leaders managing cross cultural virtual teams is to develop clarity in communication skills. With technology stripping away some contextual cues to achieve deeper-level meaning, a leader's

clear messaging becomes important. Soliciting ideas, encouraging involvement and keeping everyone involved are additional leadership skills to demonstrate effectively. One additional opportunity is ensuring that all team members have something globally relevant to share with the group, which could be in the form of a shared best practice, underscoring innovation and building team cohesion.

As for practical tips that global leaders can implement to increase engagement and productivity with their cross cultural virtual teams, there are numerous recommendations to meet this objective. First, when a new cross-cultural team is established, begin by creating a virtual team charter clarifying roles, the decision-making process, and ground rules (Combs & Peacocke, 2007). Also, Combs and Peacocke (2007) suggest that, when a new virtual team is forming, “creating team member profiles” (p. 27) listing individual interests and hobbies that can be the catalyst for virtual team activities or ice breakers

which are culturally appropriate. At the outset, these tips can help virtual team members get better acquainted and work toward group cohesion.

By way of additional advice, leaders can ask virtual team members to lead global projects, thereby dispersing ownership, engagement and innovation outside the boundary of the corporate headquarters where the leader may sit. Another idea is to share leadership of virtual team meetings equally with all—including at the time zone that is convenient for that particular team member, and not always at times that are best for the leader. Also, with advances in video technology, using this conferencing capability provides an important visual to the virtual meetings.

Leaders can also fuse cultural sensitivity into their virtual team leadership by avoiding scheduling meetings on national holidays, thereby demonstrating empathy in a tactical

way. For this, a global holiday calendar is a good reference tool for the cross cultural virtual leader. Finally, when budgets allow, gather the whole team on a different continent or in a different country once per quarter, for this will serve to re-energize and commit the team even further to the vision, strategies and projects and tasks at hand.

With the increasing formation of cross cultural virtual work teams in global businesses today, the mandate for leaders is to understand how best to leverage the challenges and opportunities this type of team leadership affords. Certain germane elements of cross cultural virtual team leadership--time, geography and cultural differences—can provide a platform for focused and determined leaders to build their mindset and skillsets. As the literature and tips show, leaders can set attainable and prioritized goals of engagement and productivity of their cross cultural virtual teams through measured strategic and tactical choices. With such a focus,

highly competent leaders in both the cross cultural and virtual domains will be rewarded by higher measurable engagement, innovation and productivity of their team members.

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## **A GLOBAL PERSPECTIVE FOR TEACHING ORGANIZATION LEADERSHIP: A MODEST PROPOSAL**

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for Global Leadership Conference  
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### **Abstract.**

The following article offers a modest response by proposing criteria for achieving a global perspective for an organizational leadership curriculum delivered at the doctorate level to a multi-national student body, at facilities and by modalities that cross national and cultural boundaries. The proposal is that a programs' perspective must acknowledge the perspective of the supporting institution, followed by an examination of other perspectives used to evaluate business and commercial activities in other parts of the world, a process described as “Internationalization.” The article analyzes existing literature to

identify a matrix of factors to be used in examining the application of leadership principals to regions beyond those of the host institution, its faculty and student body. The author then offers a practical application of the matrix to a hypothetical doctoral curriculum in organizational leadership

### Introduction

What is a global teaching perspective? Various writers have offered such terms as comparative international studies (Wachter, 2003), comparative studies (Dolby and Rahman, 2008) and internationalization (Knight 1994, 2004). Knight's revised definition (2004) offers the broadest umbrella: "the process of integrating international, intercultural or global dimensions into the purpose, functions or delivery of post-secondary education, (Knight 2004, citing Knight, 2003, p.2.) In so doing, Knight improved upon an existing and similar definition by expanding the focus beyond that of the institution and by adding the term "global." (Knight, 2004). More specific

terms also exist such as internationalization-at-home (Wachter, 2003) and internationalization aboard (Knight, 2004). All are offered as the appropriate starting point for assessing the proper perspective for teaching on the world level. Yet, as one peruses the expanding literature on the "heuristics" or frames for internationalizing teaching, one is struck by the increasing emphasis on term "global."

What does global mean? In the investigation of the term internationalization, Knight improved upon an existing and similar definition by expanding the focus beyond that of the institution and by adding the term "global." (Knight, 1994, 2004.) In this context, Knight considers global a perspective above the level of nation or culture. *A priori*, global differs from international because it focuses on the intellectual discourse that transcends the limitations of national borders and cultures mores. Hence globalization is the "the flow of technology, economy, knowledge, people, values [and]...ideas

across borders (Knight, 2004). Therefore, to address the thesis question of, “what is the global perspective,” two elements must be included: internationalization of the curriculum and a focus that will support delivery across and taking into account, borders. The internationalizing of the curriculum, at home and abroad is necessary to support the delivery across and on account of national borders.

### Internationalization

What is internationalization? Knight (2004) observes that the term has historically encompassed many aspirations: the mobility of students and faculty across borders, the delivery of education across borders, and, more recently importantly, the inclusion of international, intercultural and global dimensions into the process of teaching. Knight offers, as an operational definition: “Internationalization is the process of integrating an international, intercultural or global dimension into the purpose,

functions or delivery of post-secondary educations.” (Knight 2004, p. 11, quoting Knight, 2003, p 2).

Wachter (2003) offers an evolution of the term from *internationalization* to *internationalization-at-home*. Prior to the 1980’s , or before internationalization, one might encounter programs such as ESL English as a Second Language, and other foreign language studies where the foreign student and converts their understanding base from native tongue to English or a second language; a one-dimensional approach. This is not internationalization, because it failed to address the cultural and historical elements of the both the host institution and the student. While the student may understand the bare translation of the curriculum, all the environmental cues from history, culture, or religion are untouched. The first glimmers of internationalization commenced in the 1980’s with , international cooperation, the then current phrase for the largely random mobility of students and scholars between institutions

across borders and cultures, in the absence of much if any coordination. Patel, Li & Piscioneri (2013) have loosely referred to this phase period of self-directed movement as Internationalization 1.0. (p.43). The second phase of development, still focused on mobility, but now included some coordination of networks of mobility at the academic department level. (Id.) In the 1990's, the third phase of development saw the term change to become internationalization-at home: "to internationalize the education of the great majority of student who would never their leave their home country." (Wachter, 2003, p.7).

Internationalization-at-home implied incorporation of the cultural, and national, hence, political elements of both the institution and the student body, into the delivery of the curriculum (Wachter, 2003), (Patel, Li & Piscioneir, 2013.) The change to the phase Internationalization-at-home, and the associated involvement of the institution, not just the

department level, was necessitated by the failure of mobility, alone, to bring about enhanced comparisons and study of subject matter curriculum across borders. Expanding on Patel, Li & Piscioneir (2013) this view of internationalization-at-home might be called Internationalization 2.0.

Phase 4 of internationalization, is extant in both Europe and the United States. Command and control of internationalization has moved to the highest reaches of the institution, and may include supra-institutional entities such as consortiums or relationships under memorandums of understanding which network together institutions across borders and cultures. In Europe one such consortium is the European Association for International Education., [www.eaie.org](http://www.eaie.org). Parallel entities in the United States include the Institute of International Education, [www.iie.org](http://www.iie.org), and the Association of International Education Administrators, [www.aieaworld.org](http://www.aieaworld.org). Phase 4 might be called that might be called Internationalization 3.0. It is noteworthy that Wachter's

derivation of the term *internationalization* to the term *internationalization at home* is part of an homage to Bengt Nilsson of the University of Malmo, Sweden, whom Wachter described as a prime mover in the development of the concepts incorporated into Internationalization at home (p.9).

Focusing on current trends in internationalization in the United States, Dolby and Rahman (2008) described six different approaches to international education, where the distinctions are based on the research focus or methodology of each approach. These range from international schools, which incorporate a multi-national faculty and student body in the study of a normative international curriculum such as the International Baccalaureate, to what is called “critical globalization studies, which studies how globalization shifts the terrain of critical research and educational practice. As a whole, these approaches are seen as reflections of the “ global economic forces that are driving the practices of international education today: from the



pressure to recruit international students to bolster declining state support for higher education worldwide to the growing worldwide interest in studying the Chinese language (Dolby and Rahman, p.77).

### Global Perspective

What is inescapable is globalization, “the flow of technology, economy, knowledge people values, [and] ideas... across borders,” (Knight & de Wit, 1997, p.6.) proceeds unabated.

The United States and institution’s within the United States, are not and will not be immune to the need to internationalize so as to meet the demands of globalization. The goal, for both Europe and the United States, as described by Nilsson (2000) is to create, “A curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context.” (p.22)

Taken together, these derivations direct that an institution engaged in teaching a curriculum designed to deliver professional services across national borders and multiple cultures, must have a *global* perspective. That is, a perspective that conveys the subject matter of the curriculum in a manner that accounts for concepts addressed in the terms Internationalization-at-home and internationalization abroad. Perhaps that synthesis of should be conveyed by the shorthand usage, *global*. The synthesis supports the appreciation of the cultural perspectives of both the faculty, the students and the application of the subject matter in differing national and cultural environments.

How does an educational institution deliver a curriculum to include this global perspective? This global perspective implicates the issues of the operation and change of both cultures and national entities. The monumental work of Gert Hofstede (1980, 1991) originally established a set of four

dimensions of culture, which allowed researchers to account for differences between cultures, as one moved from border to border. Hofstede, Hofstede and Minkov (2010) later refined the dimensions to a total of six, as: Power Distance, related to the different solutions to the basic problem of human inequality; Uncertainty Avoidance, related to the level of stress in a society in the face of an unknown future; Individualism versus Collectivism, related to the integration of individuals into primary groups; Masculinity versus Femininity, related to the division of emotional roles between women and men; Long Term versus Short Term Orientation, related to the choice of focus for people's efforts: the future or the present and past; and Indulgence versus Restraint, related to the gratification versus control of basic Human desires related to enjoying life. Hofstede's ground-breaking study took place, not in an educational setting, but in the organizational setting of an immense and globally active International Business Machines

Corporation, IBM. The original work quickly was quickly adopted as a methodology for assessing differing cultures, first for the particular purposes of international trade, but increasingly in other fields. Examining changes in behavior, but not limited to those within the business environment, but also in the field of psychology, and organizational and leadership studies.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., Gupta, V., & Associates (Eds.). (2004). House and everyone else (2004) writing for the Global Leadership and Organizational Effectiveness Research Program (GLOBE), a ten year project on leadership, organizational effectiveness and cultural variations, described the GLOBE groups methodology for identifying shifts and differences in societal behaviors across national and cultural boundaries. GLOBE relied on nine factors, largely based on Hofstede's (1991) six original cultural dimensions, as well as a novel rubric for obtaining responses to

the nine factors on the basis of only practices, but also values or aspirations. (House, et al, pp.74 -76). This rubric emerges from Hofstede's opinion that, "societies tend to be separated by values or aspirations, while organizations tend to be separated by values," according to Hofstede & Peterson, as cited in House, et al. p. 74. In creating their study model, House, et al, (2004) focused on three overarching factors that tended to drive variations in the cultural dimensions: (a) geographic proximity, according to Furnam, Kirkcaldy & Lynne (1994), (b) mass migration of socio/ethnic capital, according to Portes & Zhou (1994) and , (c) religious and linguistic tradition according to Cattell, (1950.) This tripartite construct was an important element in consideration in constructing the study. At the conclusion of the ten year study period, (House, et al, 2004) the GLOBE study produced data differentiating 10 separate cultural regions throughout the world, along with a watershed of describing variations between those regions. A

key conclusion of the study was that data supported, "...a strong relationship between the two [societal and organizational culture]- organizations tend to mirror the societies from which they originate." (House, et al, p.726). Thus, House et al. implies a mapping format may be appropriate in the discipline of organizational leadership

The mapping approach seen in House et al. (2004) is shared with another measure in organizational leadership studies, the SPELIT model. Leading a team of scholars and practitioners, Schmieder-Ramirez and Mallette (2007) created a topographic tool for analyzing an organization, in preparation some significant element of change into the organization (i.e, benchmarking, intervention, geographical or structural modification.) SPELIT stands for: SOCIAL, POLITICAL, ECONOMIC, LEGAL, INTERCULTURAL AND TECHNOLOGY. SPELIT posits that organizations are composed of environments of Social, Political, Economic, Legal, Intercultural and

Technological elements. Each environment must be understood and evaluated prior to the implementation of change. SPELIT might be seen as a tangential cross-section of a single organization. The mapping approach used by House et al. (2004) is similar, but has a perspective on a more macro level. House et al. (2004) identified geographic clusters of similar intercultural behavior on the part of the societies and organizations constituting the regional population.

### Higher Education.

The three overarching factors, or “tripartite construct” used in grounding the model in the GLOBE study (House et al) may therefore be seen to be a template in assessing how to focus a global curriculum. The same three factors used in understanding the variations in the practices and values within the cultural dimensions, so well suited to mapping variations in institutions and organizations, can be equally applied as markers in the

globalization of higher education. Higher education is both an organizational and institutional function. Internationalization-at-home seeks to incorporate the cultural anchoring of the institution in delivering a curriculum to an ever diversifying study body. Inquiry into the tripartite construct of geographic proximity, migration of social capital and a review of linguistic and religious transitions can only serve to clarify the presenting perspective of the institution's faculty as well as the receiving perspective of the student body. Moreover, Internationalization Abroad, the practice of onsite study of subject by and between student, faculty and their onsite counterparts can only be enhanced, if not clarified by inquiry into these three factors. Finally a curriculum that promotes global perspective would also better challenge the hegemonic power of the prevalent mono-cultural model of teaching pedagogy, which unreflectively promotes ethnocentric views and "Western



packaged global problems and seemingly global solution[s]”  
(Anyanwu, 1998, p. 18 as cited in Patel, Li & Piscioneri, 2014 ).

Moving from the general to the specific, consider as a demonstration model, a doctoral program ( Doctor of Education, Ed.D) in organizational leadership, built on a curriculum including organizational behavior, Leadership theory, Change theory, Andragogy (the methodology unique to teaching adults) and research methods, similar to those loosely described in Crawford, C. B., Brungardt, C. L., Scott, R. F., & Gould, L. V. (2002). The curriculum would be typically delivered in a single language, here, English, utilizing the concepts of internationalization at home, through both traditional and non-traditional–online modalities (Crawford et al., 2002). Further, internationalization abroad would be operationalized by on-site visits with business and academic counterparts in targeted “regional cultural clusters” (House et al. 2004). The student body would not be limited to those from

the United States, the host-nation in this model, but would also include students affirmatively recruited from outside the United States.

Using the above as a practical example, how would delivery of the tripartite construct be delivered? What are the factors necessary to operationalize delivery of a global education. The tripartite construct at first blush appears unwieldy, but a practical consideration of existing curriculum modalities may provide an answer. Geography, movement of social capital and linguistic and religious tradition are exceedingly common themes in most organizational leadership programs (Crawford et al., 2002). Typical course offerings include organizational behavior, for which intercultural studies are a key elements, as well leadership theory and law, which take into account elements of linguistic and religious heritage. Geography is not typically a stand-alone course. However, just as elements of the tripartite construct may be found throughout the curriculum,

additional elements are easily provided. For example, many programs offer a course in legal implications of leadership or legal consequences of leadership. (Crawford et al, 2002) One lecturer, Tobin, J. (2007) has offered that law is a subset of the ethics of a society, that is, the rules of acceptable and unacceptable behaviors defined by a society or culture. Many leadership theories ponder the source of the morals underpinning a culture's determination of what is acceptable and unacceptable. Moreover, religious and linguistic (here communication) traditions, are key elements of organization theory. A course in comparative religions, especially focused at the specific cultural regional level would be essential. Finally, the migrations of social capital may often be the result of actions by a nation-state. A course in comparative governance, especially at the regional-cultural level, would be is essential to incorporate the cross-national and cross cultural elements of internationalization into the curriculum. Therefore, to achieve a

global organizational leadership curriculum, the tripartite construct offered by House et al. (2004) is an exceptionally useful starting point. The factors of movement of geography, social capital, religious and linguistic traditions may be subsumed within by requiring each course within a curriculum to include the perspectives of comparative law, comparative religion and comparative governance.

### Summary

The foregoing is offered as an aspirational document to guide institutions in crafting a curriculum to meet the demands of globalization. In order to a globalize delivery of a curriculum of higher education, the concepts conveyed by the terms internationalization-at-home and internationalization abroad must be operationalized. The tripartite construct used in crafting the detailed GLOBE study provides a useful construct

for globalizing a curriculum, and provides an answer to the question: what is a global perspective for teaching?"

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## **Game Changers: Physician Leaders**

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\*Note from the author: The discussion presented in this proceeding has been extracted from the original study of *Physicians as Servant Leaders* and only includes the focus area of leadership. The original study sought to identify general practice physicians as servant or non-servant leaders and determine the relationship, if any, that exists between their leadership style and worklife satisfaction, to provide support for servant leadership development and increasing worklife satisfaction among physician leaders.

### **Abstract**

Servant leadership has crossed the threshold of healthcare and is recognized as an attribute of nurses and allied healthcare professionals. On the other hand, physicians are considered autonomous practitioners, often not recognized as

leaders, and by some are considered self-serving. As one of the key clinical members, physicians can create positive environments for patients, colleagues, staff, vendors and healthcare systems through servant hood.

Research shows that servant leadership builds trust in organizations (Joseph & Winston, 2005), increases job satisfaction (Meyer, Allen, & Smith, 1993; Rude, 2004), and performance (Laub, 1999). Furthermore, this leadership paradigm moves beyond competencies and performance outcomes that often measure leader effectiveness (Bolden & Gosling, 2006). Rather, the servant leader emphasizes moral, emotional and relational dimensions that provide a collective focus on inclusion and mutuality (Calabrese & Roberts, 2001; Schminke, et al., 2007).

A quantitative study on general practice physicians and their leadership style did reveal that characteristics of inspiring and visionary leadership which demonstrated higher than average scores for the servant leadership group. Results of this study may prove useful in further developing characteristics of servant leadership that will increase worklife satisfaction and reduce burnout among physicians.

*Key words: servant Leadership, physicians, healthcare*

## Competing Stakeholder Interests

The challenges faced in healthcare have been talking points among all stakeholders including, but not limited to, politicians, executives, healthcare workers, insurance companies, and healthcare consumers. Blogs, discussion boards, forums and other social media outlets have a hyper focus on healthcare reform that seemingly leads to more confusion, worry, and speculation about the future of healthcare. Publications and professional reports are populated with the top challenges faced by healthcare systems and physicians. These popular topics of costs, reimbursement practices, government mandates, technology, coordinated care, and a growing population of sick and aging individuals fail to recognize the need for strong leadership at the core of healthcare systems. Rather, these competing stakeholder interests drive the state of healthcare into more disarray.

Traditionally, stakeholders have been identified as employees, shareholders, and consumers. Beyond the traditional stakeholders, a healthcare system is impacted by healthcare providers, governments, healthcare organizations, insurance companies, healthcare businesses, and academic institutions. These separate interests compound and create

impact on a complex and multifaceted healthcare system. Most leaders in healthcare systems would agree that the primary stakeholders are the patients. It is these individuals who seek to retain the highest quality medical advice and treatment from healthcare providers.

Healthcare providers are those stakeholders who have a vested interest in providing safe, efficient and effective care to patients. Healthcare providers include physicians, nurses, allied health professionals, pharmacists, and many other practitioners and clinicians. These stakeholders strive to create positive outcomes in the lives of patients. Healthcare providers often consider their work as a calling to serve others.

Within the healthcare system, exist healthcare organizations that seek to provide healthcare services to their respective communities. Depending on their profit status, the focus on business versus community interests drives the resources and services provided. Healthcare organizations seek to meet the requisites of their investors and supporters. All levels of government are stakeholders in the healthcare industry, that have an expressed concern for the safety of its citizens. The involvement of government from a regulatory perspective seeks to ensure safe equipment, practices,

medications and services provided to patients. Quality care and safe treatment extend beyond local governments, given the large scale impact that individual health has on economy, growth, and mortality.

In a world today where public opinion, government regulation, and organized groups can create significant external influence on an industry or business, there is a need for business' to create guidance that manages this communication and these relationships.

### **Key Issues**

According to The Economist, Intelligence Unit (EIU, 2013), total global health spending was expected to rise by 2.6 percent in 2013 and reach an average of 5.3 percent a year for the next four years (2014-2017). The fast growing healthcare market is in response to a rise in population, an increase in life expectancy, an aging population, and expanding wealth. In addition, government policies play a role, as seen in the U.S. market and developing markets; such as China, India, South Africa, Brazil and United Arab Emirates. These countries are expanding insurance systems, creating ease of access to

prescription drugs, and for some countries, a universal healthcare system is forecasted (EIU, 2013).

Strains on healthcare systems will continue to mount in terms of budget deficits, high unemployment, and constraints on tax revenue. The U.S. healthcare system spends more than any other country in the world on healthcare, an estimated 17.9% of Gross Domestic Product (GDP) in 2012 (EIU, 2013). With the predicted rise in global health spending, the U.S. healthcare spending is expected to exceed 18.4% of the GDP in 2017. The expenditures in the U.S. can be explained in part by a fragmented pay structure which does not have negotiating power with healthcare providers.

The increase in spending coupled with the increase in utilization by patients, adds a burden on healthcare providers, in particular physicians who are the primary care providers. The U.S. has an estimated 3.3 doctors per 1,000 population in 2013, which is less than France and Germany; however exceeds Japan and the U.K. (EIU, 2013). From a regional perspective, the increase in utilization presents a challenge to a healthcare system that is experiencing a shortage of physicians (Snyderman, Sheldon, & Bischoff, 2002).

The Association of American Medical Colleges predicts the U.S. will be short 90,000 physicians by 2020 and 130,000 physicians by 2025 (AAMC, 2010). There is a trifecta of circumstances for the demand for primary care physicians: an increase in insured, an aging population, and a mismatch of retention and recruitment of physicians. In a July 2012 report from the Congressional Budget Office (CBO), 11 million uninsured Americans are projected to obtain healthcare insurance by 2014, and extended forecasts for 2022 estimate 33 million Americans will have insurance coverage under the Affordable Care Act (CBO, 2012). The newly insured coupled with the aging population will continue to place burden on the healthcare system and create a need for more primary care physicians. It is estimated that 10,000 Americans turn 65 every day with as many as 2/3 of this population suffering from a chronic disease and seeking care from seven different physicians (Cohn & Taylor, 2010). From a personal perspective, physicians are dissatisfied with the healthcare system and choosing to leave the profession, retire early, or choose alternative careers. Merritt Hawkins (2012) received responses from more than 13,500 physicians across the U.S. seeking to explore practice patterns and perspectives from

America's physicians. When asked about physicians feelings on the current state of the medical profession, 32% were very positive or somewhat positive and only 22.5% very positive/optimistic or somewhat positive/ optimistic about the future of the profession (Merritt Hawkins, 2012). In this survey, 66.5% of physicians stated that would choose their career path again, down from 73% in 2008. 60% of physicians would not recommend their career to others. For those 2012 respondents, if retirement were an option, 61% would retire today, a 15% increase from the 2008 Merritt Hawkins survey. It should be noted that physicians under 39 years of age and female physicians both expressed lower levels of pessimism and higher professional morale. However, these two groups results were downbeat about the medical profession and future of healthcare, which was consistent among respondents.

As evidenced from these facts, medicine has evolved from solo and small private group practitioners who contracted directly with patients, to a centralized profession that includes many more stakeholders (Merritt Hawkins, 2012). Healthcare providers around the world are faced with critical challenges in the delivery of quality care, cost reduction, financing of medical research and development, and the integration of these practices



across all sectors of the healthcare system. How physicians adjust to this new environment of healthcare reforms and increase in demands will impact quality, access, and cost of care.

### **Healthcare system changes demand leadership**

The purposes, goals, and agendas of the various stakeholders have added to an already complex healthcare system. The newly insured and aging population are creating an additional layer of burden on a healthcare system that is inefficient and expensive to operate. The current pool of physician providers are overregulated and pessimistic about the future of healthcare (Merritt Hawkins, 2012).

Setting all issues aside, healthcare providers are at the forefront and most capable of effecting change in the delivery of healthcare. Physicians in particular are aligned to the best interest of the patient, seeking to educate, enable, and match patients to the appropriate care. Physicians have a unique understanding of the needs of the patient and the complexity of the healthcare system they operate within, thereby enabling physicians to both lead and serve. Making effective and

sustainable changes that positively impact quality of care and lower costs requires physician leadership.

### **The Case for Physician Leaders**

An integral part of the study of physician leadership rests with the complexity of the healthcare industry.

Recognizing the enormous challenges that the U.S. Healthcare System is currently faced with, it is necessary for physicians to emerge as leaders, cultivate relationships at all levels in the healthcare system, and actively guide healthcare organizations to success. Traditionally, physicians operate as independent practitioners who lead in private practices (Leung, 2006).

Furthermore, nearly half of new physicians are employees of a hospital or healthcare system. Traditionally, medical education programs exist to educate and develop a physician's knowledge and skills from a science application. Therefore, the ability of physicians to operate in a larger healthcare organization require physicians to assume leadership roles with little formal organizational leadership training and education.

Determining what characteristics are important to develop and cultivate is necessary to educate and train physicians as emerging leaders in healthcare. Cherry, Davis,

and Thordyke (2010) identified a number of competencies that physician leaders must possess which include analytical thinking, team building, gaining commitment, fostering innovation, reward and recognizing behavior among constituents. Richard Hansen of MGMA Consulting Group, supports the need for physician leader characteristics of sustaining focus and vision, building trust, working through others with an attitude of service, and having keen self-awareness (2005).

These characteristics of physician leaders support the philosophy of servant leadership. Robert Greenleaf (1996) introduced the philosophy of servant leadership that incorporated the principles of quality, team, empowerment, service, and participatory management. Page and Wong (2000) describe servant leadership as both an attitude and style of leadership. Collectively, servant leadership is a model based on the character of the leader who has a commitment to serve others, enable member advancement, promote contribution through inspiration and persuasion, exercise ethical stewardship practices, and exist to partner with community (Page & Wong, 2000).

Based on Greenleaf's original writings, 10 principles of servant leadership have been created: *listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community* (Spears, 2002). The blend of clinical and non-clinical attributes seemingly fits the servant leadership principles. "Servant leadership is much more than putting a compassionate face on compliance" (Showkeir, 2002, p. 158). According to Showkeir (2002), servant leadership requires a revolutionary approach to the practice of business, defined by these six essentials: changing assumptions about human capability and consumption, changing one's beliefs and values, changing the value placed on individual contributions, changing one's view of those within the organization, and changing the beliefs about human responsibility, moral, and motivation. In keeping with the 10 principles of servant leadership, Showkeir added that servant leaders must value things differently. These new values must include innovation, diversity of thought, commitment of the individual, self-managing, freedom and accountability, teaching and learning, embracing risk, staying personal, and courage. The complexities of the marketplace require that businesses embrace these new values to enable

them to deliver products and services with a customer-focused orientation. This philosophy of servant leadership in business differs from compliance-orientated business strategies in the emphasis that is placed on the individual's value and purpose in his or her work (Showkeir, 2002).

Brewster (2001) believes that servant leadership is a form of stewardship and this foundation provides for value in patient care in the healthcare arena. Furthermore, Brewster contends that stewardship and service in healthcare provide “guardianship of community health” (p. 14) that considers the wellbeing of individuals, the community, and the environment.

In consideration of organizational hierarchy, rather than a traditional pyramid, Page and Wong (2000) developed the Diamond Model for Practicing Servant-Leadership, which places the leader at the center, with the ability to engage in different roles of the team. This model allows the leader to work hand in hand with the members of his or her organization, while continuing to initiate the vision and direction of the organization. Spears (2004) contends that foresight in healthcare organizations is seen in the use of evidence-based

practice that allows leaders to address clinical issues and implement quality initiatives. Zohar (2002) suggested that quantum thinking, or thinking on a much larger scheme, allows for greater vision.

The challenges faced by the healthcare system require physician leadership. the model of leadership will vary upon the situations and needs of an organization. however, the overall purpose is to align physicians with healthcare systems to ensure quality patient care is delivered in an efficient and effective manner. The idea of a collaborative care model can best be aligned with physicians who are servant leaders and have established trust with the other healthcare system stakeholders.

### **Population, Sampling Method, and Sample**

This study consisted of a purposive non-probability sampling allowing for participants to be selected because they are general practice physicians listed in the American Medical Association database. For the purpose of this quantitative, quasi-experimental, relational, cross-sectional study, 1,000 physicians who are included in the AMA database were utilized

as the sample. This sample of general practice physicians were asked to complete surveys on their servant leadership style.

Physician participation was voluntary and confidentiality was ascertained throughout. As a result of the physician population being known, the surveys were coded. While participants' anonymity could not be guaranteed, participants were asked to not report individually identifying information to allow for maximum participation with truthful results.

### **The Instrument**

Using the Servant Leadership Profile – Revised (SLP-R) data was collected to ascertain the characteristics of physicians who are servant leaders, and physicians who are non-servant leaders. Participants were asked to include demographic characteristics such as gender and years of work experience.

To determine the participants' servant leadership profile, the Servant Leadership Profile-Revised (SLP-R) by Wong and Page (2003) was administered. The SLP-R is based on the original Servant Leadership Profile created by Page and Wong (2000) that was based solely on a prior conceptual analysis of

servant hood. The SLP-R is based on empirical research and has been randomized so that resulting factors would not be biased by *a priori* classification (Wong & Page, 2003). The SLP-R is comprised of 62 items that are grouped into seven factors – six factors represent the presence of servant leadership characteristics and one factor represents attributes antithetic to servant leadership.

The Servant Leadership Profile – Revised (SLP-R) is a self-reporting survey that contains 62 items grouped into seven factors. The seven factors include: *developing and empowering others; power and pride; serving others; open participatory leadership; inspiring leadership; visionary leadership; and courageous leadership*. The SLP-R employs a 7-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*).

In consideration of each of the seven factors of servant leadership of the SLP-R the Cronbach-Alpha coefficient was as follows: *empowering and developing others* (.87), *power and pride* (.85), *serving others* (.81), *open participatory leadership* (.76), *inspiring leadership* (.83), *visionary leadership* (.61), and *courageous leadership* (.54).



Analysis and Results

For all data analyses, the IBM SPSS (PASW) was employed. Physicians identified as servant leaders by the SLP-R were compared to those identified as non-servant leaders. Since the SLP-R factors are not indicated as summative by the author, each factor was analyzed independently. The Student’s *t*-test for independent samples was used to compare the two groups for differences in each factor.

A total of 67 physicians completed the survey. This study showed a response rate of 6.7%. Table 1 presents the demographic data collected from the sample population.

With respect to the demographics collected, the sample included 18 females (27%) and 49 males (73%). Table 2 displays the years of experience of physicians who participated in the study. The participants’ years of experiences span 3 to 45 years.

Table 1  
*Participants’ Demographic Data by Gender (N=67)*

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	49	73.1	73.1	73.1
Female	18	26.9	26.9	100.0
Total	67	100.0	100.0	

*Note.* Valid Percent = Percent based on those who respond

Table 2  
*Participants' Demographic Data by Practice Experience*  
(N=67)

Practice Years	Frequency	Percent	Valid Percent	Cumulative Percent
01 - 10	13	19.4	19.4	19.4
11 - 20	20	29.9	29.9	49.3
21 - 30	19	28.4	28.4	77.6
31 - 40	13	19.4	19.4	97.0
41 - 50	2	3.0	3.0	100.0
Total	67	100.0	100.0	

*Note.* Valid Percent = Percent based on those who responded

The participants were categorized according to their Servant Leader versus Non-Servant Leader groups based on their Power and Pride scores (Factor 2). The total possible score for Factor 2 was 56. Thus, as recommended by Wong and Page (2003), the instrument's authors, those who scored 28 and lower were classified as Servant Leader subjects and those who scored 29 and above were classified as Non-Servant Leader subjects. Table 3 displays the frequencies of participants according to the two categories of Servant Leader and Non-Servant Leader.

Table 3

*Servant and Non-Servant Leadership Groups (N=67)*

	Frequency	Percent	Valid Percent	Cumulative Percent
Servant Leader	46	68.7	68.7	68.7
Non-Servant Leader	21	31.3	31.3	100.0
Total	67	100.0	100.0	

*Note.* Valid Percent = Percent based on those who responded

Table 4

*Group Servant Leadership Factor Mean Scores*

Factors	Group	N	Mean	SD	SE
Empowering and Developing Others	SL	46	87.32609	12.675531	1.868905
	N-SL	21	88.85714	13.428647	2.930371
Authentic	SL	46	61.04348	8.022071	1.182790
	N-SL	21	62.14286	8.742344	1.907736
Open Participatory	SL	46	61.60870	4.823453	.711179
	N-SL	21	60.38095	7.405918	1.616104

(continued)

Factors	Group	N	Mean	SD	SE
Inspiring	SL	46	36.86957	4.824054	.711268
	N-SL	21	40.90476	5.539899	1.208905
Visionary	SL	46	26.08696	4.431333	.653364
	N-SL	21	29.14286	3.785310	.826022
Courageous	SL	46	30.50000	2.979560	.439312
	N-SL	21	30.42857	4.467342	.974854

*Note.* SL = servant leadership, N-SL = non-servant leadership.

The Servant Leadership Profile – Revised (SLP-R) includes six additional factors: *empowering and developing others; authentic leadership; open participatory leadership; inspiring leadership; visionary leadership; and courageous leadership.* The *t*-test for comparison of mean scores was employed to analyze any differences between servant leader and non-servant leader physicians in each of the additional factors. Table 4 summarizes the Servant Leadership factor mean scores for the Servant Leader and the Non-Servant Leader groups of participants.

Table 5  
*Independent Samples t-Test for Servant Leadership Factors*

Factors	t	df	p	Mean Difference	SE Difference
Empowering and Developing Others	-.450	65	.654	-1.531056	3.400480
Authentic	-.506	65	.615	-1.099379	2.172819
Open Participatory	.695	28.029	.493	1.227743	1.7765663
Inspiring	3.3031	65	.003	-4.035197	1.331314
Visionary	2.735	65	.008	-3.055901	1.117446
Courageous	.077	65	.939	.071429	.923142

*Note.*  $t$  =  $t$ -test,  $df$  = degrees of freedom,  $SE$  = standard error difference.

Table 5 summarizes the obtained  $t$  scores with their associated  $p$  values. To test for the assumption of equality of variance between the two groups, the Levene's  $F$  test was employed. The assumption was upheld for all the factors except for Open Participatory Leadership in which case, the adjusted  $t$ -test for unequal variances was used. Significant differences were indicated in two of the factors, Inspiring Leadership ( $p = .003$ ) and Visionary Leadership ( $p = .008$ ).

## Discussion

Sixty-seven physicians in general practice were studied to determine their servant leadership score. Factor 2, which measured physicians' *Power and Pride* scores, from the Servant Leadership Profile-Revised (SLP-R), classified 69% of the participants as servant leaders, and 31% as non-servant leaders.

Characteristics of *developing and empowering others*; *authentic leadership*; *open participatory leadership*; and *courageous leadership* showed no significant differences between the two groups. Whereas, characteristics of *inspiring leadership* and *visionary leadership* demonstrated higher than average scores for the servant leadership group.

## Recommendations

Physicians are regarded for their clinical expertise, accuracy, and focus on outcomes. After all, the healthcare system undergoes a barrage of quality assurance reviews that aim to ensure outcomes are aligned with best practices and excellence in patient care. The other component of quality assurance reviews focuses on process improvement. Just like the conductor in an orchestra, the physician works to lead the medical team and create an environment that achieves the

desired outcome. It is the effort of the physician who coordinates the process that influences and inspires others. Stoller's (2009) study on physician leaders emphasizes the need for physicians to inspire, motivate, and lead. It was in Stoller's qualitative study that one physician's viewpoint on leadership was expressed as a need to be a great leader, really care, and create a system that will not collapse when the leader is no longer there. In a study on leadership competencies among physicians, it was proposed that vision and servant leadership are deemed necessary for effective physician leadership (Taylor, C., Taylor, J., & Stoller, 2008). Kouzes and Posner (1995) posit that visions are about possibilities and desired futures. It is the physician who inspires optimism and hope for the future who can create excellence in healthcare.

Within the literature it is difficult to find studies that specifically look at the necessary characteristics of physicians as related to servant leadership. Rather, physicians' viewpoints on leadership vary; they identify more with problem-solving and teamwork as a style of leadership (Stoller, 2009). Menaker and Bahn (2009) studied physician leaders in academic settings at the Mayo Clinic exploring transformational leadership behavior. The attribute displayed most frequently among

physicians in the Mayo Clinic study was inspirational motivation. This attribute least strongly correlated to satisfaction among this group. This study supports the characteristic of inspiring leadership as found in the current study.

#### About the Author:

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## **AFRICA: NIGERIA A LACK OF LEADERSHIP SKILLS**

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for Global Leadership Conference  
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Nigeria, the most populous and culturally diverse nation in West Africa, is a country with an extensive history and a complex society. Nigeria is renowned for its multicultural heritage, being home to nearly 250-450 ethnic groups, which have various customs, different religious beliefs, exclusive languages, and even dissimilar attitudes on life (Nnoromele, 2002, p. 6). Consequently, language is the main source of identification. Nigeria was colonized by Great Britain, which drew its borders in the year 1914 (Blauer,

2001, p. 12). On October 1, 1960, Nigeria officially gained independence (Nnoromele , 2002, p. 41). Nigeria, having a land area of 356,695 square miles, is enriched with countless plateaus, mountains, deserts, forests, lakes, and rivers. In fact, the country's name comes from the powerful Niger River (Blauer, 2001, p. 16-17). Chinua Achebe, a worldwide acclaimed writer and activist, addresses this major problem in Nigeria. Nigeria is a country that focuses on politics and carries social injustice. Although Nigeria, a third world country, has development over the years, Nigeria still lacks total globalization, modernization, and the progression of equality, especially amongst women.

Although Nigeria has a lot to offer, it is a country dealing with hundreds of predicaments. Nigeria has great economic potential and the opportunity to become a very wealthy country. It receives a tremendous income from oil that is found in the Niger Delta (Blauer, 2001, p. 12).



However, much of the populace still remains destitute, and the country is labeled as one of the poorest in the world. This is due to the lack of good leadership.

The Nigerian problem is the unwillingness or inability of its leaders to rise to the responsibility, to the challenge of personal example, which are the hallmarks of true leadership (Achebe, 1984, p. 1).

Nigeria has always suffered from a troubled political history. A good leader inspires his nation and guides them in making the right decisions. Chinua Achebe plainly states, “The trouble with Nigeria is simply and squarely a failure in leadership” (Achebe, 1984, p. 1). With this quote, he let it be known that Nigeria could be great, if it were not for its corrupt leaders and government.

Achebe, born in 1930 into an Igbo, is one of Nigeria's most renowned and accredited novelists. He was lucky enough to receive an education, graduating from the University College at Ibadan. His compositions are mainly directed toward an African audience, but Achebe's keen insights give them a universal appeal, which is why they are accepted worldwide. He states how enforced ethics led to the disorientation of the established African society and that the quality of leaders has only deteriorated over the years. Achebe was very much involved in politics, and fought for a better Nigeria. He became the deputy vice-president of the People's Redemption Party in 1983.

Achebe addressed the problems of the 1983 upcoming Nigerian elections and ways to improve Nigeria as a whole in his essay, *The Trouble with Nigeria*. The elections of 1983 were filled with violence and there were even accusations of fraud, and Achebe discussed such issues in his essay.

Nigeria's rulers have thus far been violent tyrants, and they have brought forth many devastating and brutal episodes for the people of Nigeria. In *The Trouble with Nigeria*, Chinua Achebe systematically examines the political trials and tribulations of Nigeria in the 1970s and 1980s, emphasizing that a "Nigerian-style" leadership is the source of the dysfunctional Nigerian government, with corruption, social injustice, and indiscipline at its core in its never-ending struggle for democracy.

Nigeria has always been very unsuccessful in its leadership, predominantly because of their "Nigerian-style" leadership and tyrannical rule. Leadership was once based on tradition and custom. However, it has become based on nothing more than money and power. When the British first gained control over most regions of Nigeria, there was no uniform system of government. The British organized a system of government known as indirect rule, where they

ruled the people of Nigeria through their own leaders or specifically appointed leaders (Nnoromele , 2002, p. 41). However, this form of government did not solve problems but rather, created even more problems. The British were unaware of the problems that the Nigerians were faced with. Thus, Nigeria prepared for independence and self-rule in the 1950s. Lagos became the official capital, and the country was divided into the regions of the north, west, and east (Nnoromele , 2002, p. 40). The three regions were self-governed, but if there was any matter that affected the whole country, they were to refer to the central government in Lagos. When Nigeria became independent in 1960, the country was not as unified as they would have liked (Nnoromele , 2002, p. 41). Britain had left it divided. There were innumerable fights between political parties in Nigeria's struggle for democracy, and the leaders were often accused of political corruption.

Political corruption in Nigeria is a major predicament. In fact, it has become a way of life for Nigerians. Politics have always been violent and marked by materialism. Political debates occurred in hostile and offensive verbal communication and people were often manipulated (Meredith, 2005, p. 194). Nigeria's government is blind to what is truly occurring in Nigeria. They do not see the parts of Nigeria that need work and improvement. They simply see the parts of Nigeria that are safe, clean, and of high-quality. There could be many causes for corruption. For example, greed is one of the leading causes of corruption. The leaders, and even the elite, live ostentatious lifestyles at the expense of the general populace of Nigeria. In addition, they often misuse the country's resources and other supplies for personal enhancement. Furthermore, certain groups of the populace are favored over others and thus, they have more power and get more money. Among these groups that are

avored are the men, and women in Nigeria are often neglected and do not have the same opportunities that men do. For instance, women do not have the equal access as men in education, health, business, etc. The government is protecting their own interest rather than the interest of the public. The leaders also tend to favor people of their ethnic background more than the others. The population of Nigeria is not corrupt in itself. Rather, the leaders of Nigeria have instilled such negative beliefs and values into the population that they cannot help but live the way that they do. The leaders must provide a good example to its nation.

The leaders of Nigeria are the reason why there are corrupt individuals in Nigeria. It is highly evident that the Nigerian government is corrupt and does not unify equally with its populace to work toward building a better Nigeria. Corruption was highly spread under the administration of Alhaji Shehu Shagari, a Fulani politician. Achebe

paraphrases a saying by Shagari, saying “There [is] corruption in Nigeria but it [has] not yet reached alarming proportions” (Achebe, 1984, p. 37). To have a leader say this is corrupt in itself. Leaders should fight for a nation to have the least amount of corruption possible. However, this president did not provide any progress of development towards women’s rights.

The Nigerian leaders are content with the fact that although corruption exists in Nigeria, it is not yet “alarming.” By 1979, Nigeria had become a major oil producer – the sixth largest in the world to be exact. Oil brought in close to twenty-four billion dollars a year (Meredith, 2005, p. 220). Due to this abundance of wealth and riches, people fought to gain and maintain power in the political office. If they had control over the income of Nigeria, then they could do what they want with it. After all, “Access to the government spending process became the gateway to fortune” (Meredith,

2005, p. 220). Thus, Shagari and his associates fought hard to have access to the government spending money. Larry Diamond, an American specialist on Nigeria, says that Shagari's meetings with his associated and cabinets were treated as "bazaars where the resources of the state were put up for auction" (Meredith, 2005, p. 221). This event shows the lack of globalization in Nigeria because the country lost focus of making a better Nigeria. Instead, they got lost in greed and all of the income from the oil went to the politicians rather than going towards the public and the community. This money could have been used for creating more job opportunities, especially for women, which would make the country more prosperous and modern.

Shagari was only interested in gaining money simply for himself. To him, power meant money. It did not mean an opportunity to create a better Nigeria. Achebe also discusses this theft and cheating of money, how the public funds are



sent to the political allies and their acquaintances to allegedly execute a particular work for the general public (Achebe, 1984, p. 42). However, all the money that is gathered is simply put into their own pockets. The contractors that they do business with often times do not even plan on executing the task at hand. Achebe blatantly states that since the Second Republic, there has been “budgetary abuse and political patronage on an unprecedented scale” (Achebe, 1984, p. 41-42). This is the reason why Nigeria is not the nation that it could be.

The Nigerian elections of 1983 were greatly rigged and there were many charges of fraud, just like many of the prior elections held in Nigeria. The people ahead of the country were used to doing things illegally. They were not concerned with the fact that the citizens could see them partaking in illegal actions. The officials gave their candidates of choice impossible, large victories and they

calculated in people who did not exist (Blauer, 2001, p. 59). Shagari was elected a second term and the dream of Nigeria becoming a democracy only seemed further away (Meredith, 2005, p. 221). Diamond states that in 1983:

The economy seemed on the edge of collapse.  
Still the politicians and contractors continue to  
bribe, steal, smuggle and speculate,  
accumulating vast illicit fortunes and  
displaying them lavishly in stunning disregard  
for public sensitivities (Meredith, 2005, p.  
221).

Diamond visited Nigeria on the eve of the elections, and was witness to such distressing acts. It is evident that the leaders of Africa were simply concerned with gaining more money for themselves, even if it was at the expense of the innocent public. Their leadership lacks ethical judgment.

In addition to corruption, social injustice is also another predicament in Nigeria. “Nigerian” is neither a language nor an ethnic group. A Nigerian is simply a citizen of Nigeria. However, Nigeria is home to hundreds of ethnic groups that identify themselves in various ways. The largest ethnic groups in Nigeria are the Hausa-Fulani, the Yoruba, and the Igbo (Blauer, 2001, p. 83). Because of the vast number of ethnic groups in Nigeria, discrimination and favoritism occurs. Tribalism, the ideology of politics, is what causes the Nigerian citizen to become victims to inequitable treatment and social injustice (Achebe, 1984, p. 19). With this, Achebe is trying to say that a person’s qualifications, skills, or character do not matter much in Nigeria. Where you are from, or more particularly, what tribe you are part of, is what matters.

Nigeria has suffered from ethnicity-related predicaments dating back all the way to the slave trade, from

which fraudulent leaders gained increased wealth. Nigeria's leadership is often ethnically biased. This stress on ethnicity has led to many ruthless conflicts and even a civil war. Many of the governmental political officials were Igbo, and thus, they tended to support their own people. For example, Major General J.T.U. Aguiyi-Ironsi, a military predecessor of Gowon, announced a novel arrangement for a form of government that would allegedly "centralize power." However, the populace of the north realized his attempt to put the Igbo people ahead of all of Nigeria and began a riot, killing thousands of Igbo people (Blauer, 2001, p. 53).

Shagari and his administration would do anything to save more money for themselves and their group of people. Evidently, the discrimination between the rich and the poor and the discrimination between the various ethnic groups found in Nigeria is an unfortunate, but nevertheless existent predicament. Achebe argues that social justice is required in

order to have complete social order and that leaders must treat all citizens equally (Achebe, 1984, p. 24). It is the inequity and bias of the leaders that are at the root of the problems of the dysfunctional Nigerian government.

Furthermore, Nigeria is one of the countries that lacks modernization, especially amongst the female gender. The reason that Nigeria lacks this form of modernization is the simple fact that women are not treated as first class citizens. A more developed nation consist of women being equal to men and having the same amount of opportunities available. If Nigeria allows women to become first class citizens, which allows them to carry the same rights as men, women would be able to contribute to the countries developmental process. For example, if women were given the opportunity to work and get paid for it, this would contribute to the country's economy and better the lives of Nigerians.

Within these sources, it is indicated that women were for opposing schooling for their daughters. Even in elite houses with educated wives, women's presence at social gatherings was either nonexistent or very restricted. In the modern sector, a few women were appearing at all levels in offices, banks, social services, nursing, radio, television, and the professions (teaching, engineering, environmental design, law, pharmacy, medicine, and even agriculture and veterinary medicine). This trend resulted from women's secondary schools, teachers' colleges, and in the 1980s women holding approximately one-fifth of university places--double the proportion of the 1970s. In the north, however, it was said that many women opposed the practice, and tried to keep bearing children to stave off a second wife's entry into the household. Although women's status would undoubtedly rise, for the foreseeable future, Nigerian women lacked the opportunities of men.

Nigeria has always struggled for a democratic government where the voices of all the people could be heard. Nigerians have been victims of misrule for decades, suffering under the hands of corrupt, biased, undisciplined tyrants. Although it is currently working toward a better Nigeria, there are still impediments and hindrances to overcome. However, with the right guidance and leadership, Nigeria will become greater than great. A “Nigerian-style” leadership is no longer acceptable. The people of Nigeria deserve better, more the women of Nigeria deserve a chance of equal opportunity. Nigeria needs capable leaders to run their beloved country.

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## **Phone Wars 2007-2013: Leadership, Organizational Culture and Strategy in a Time of Radical Change**

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for Global Leadership Conference  
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### **Abstract**

Mobile phone manufacturers saw rapid technology innovation, market growth and radical changes in the competitive landscape in the period from 2007-2013. Within this relatively brief time the fortunes of some of the leaders in this field had shifted significantly as measured by market share and profitability. By means of a meta-study of the literature we seek to determine what were the leadership behaviors, strategic choices and organizational cultures that propelled some companies to great levels of success and caused others to lose the leadership position they once enjoyed. What lessons can we learn from studying these choices and how can they be applied going forward?

## Introduction

Students of strategy and leadership have long studied wars and warfare because wars are heavily documented crucibles in which strategies and leadership are refined and displayed. In a relatively short time frame, under enormous pressure, leaders (generals) must make decisions that may mean life and death, freedom or captivity, for their armies or nations. Sometimes, as in warfare, rapidly changing market conditions call for executives to make high stakes, high pressure decisions about the survival or independence of their business. The mobile phone industry, from 2007 to 2013, has been such a business. In a period of rapid technology change and global expansion, mobile phone manufacturers have experienced “war like” pressure decisions as they fought to maintain market share, profitability and even their freedom. As in wars, it is possible to assess who are the victors and the vanquished and see what lessons can be learned to provide guidance for success when strategy, leadership and high stakes decisions are required in the future.

As we consider the developments in the mobile phone market it is helpful to remember how rapidly the cell phone has become an indispensable part of our world. The first commercial

mobile phone network was launched in Japan in 1979. “From 1990 to 2011, worldwide mobile phone subscriptions grew from 12.4 million to over 6 billion, penetrating about 87% of the global population.” (Wikipedia, 2013). As cellular technology matured, the capabilities of the mobile phones increased to include such features as touch screens, music players and cameras along with more advanced e-mail features. In the early 2000’s the term “smart phone” originated for use with phones that offered these advanced features. Nokia, Blackberry, HP, Palm and others offered early versions of smart phones. In 2007, Apple introduced the first iPhone and its enormous success destabilized the market and put in train a number of strategic decisions by competing mobile phone manufacturers. As we look at the fortunes of five of the leading players in the smart phone market, Apple, Blackberry, Motorola, Nokia and Samsung and analyze the decisions undertaken in the heat of the phone wars we will see that there are two victors, Apple and Samsung and that Blackberry, Motorola and Nokia can be, at least in their mobile phone businesses, be judged as the vanquished.

## Apple

The iPhone, the game changer that prompted wholesale changes in the mobile/smart phone industry, was the brain child of Steve Jobs. Jobs announced the iPhone in January 2007 when Apple had no phone offering and 0% share of the mobile phone market. By the end of 2012, only five years later, Apple was the third largest manufacturer of mobile phone by dollar sales and had captured 75% of the profits available in the mobile phone market (Dilger, 2012). In his biography of Jobs, Walter Isaacson (2011) spends an entire chapter on the story of the iPhone. As Isaacson describes, Apple, driven by Jobs' vision, was very focused on having the best talent in all departments but especially in design. Jobs, using his own peculiar genius, then drove and inspired this talented design team to create an incredible product. Central to Job's vision for design was that Apple had to control not only the creation of the device, but also how it was used. The goal of controlling design and use was to insure that the user was offered a seamless and problem free experience. As a result the iPhone was designed to run only Apple's operating system, work only with the Apple Store and to only be serviced only by Apple technicians. This was not a product designed by a committee but a product that was

primarily the vision of Jobs and his team. The corporate culture at Apple; demanding, driven, insisting that everyone contribute only their best, combined with the unique vision of Jobs, and the talented team he was able to attract, succeeded so well that the iPhone and Apple have transformed the mobile phone market.

### **Blackberry**

On the day that the first iPhone was released by Apple, Blackberry had a market capitalization of \$40 billion. As recently as 2010 Blackberry controlled 37% of the U.S. smartphone market, however, under competitive pressure from the iPhone and Android smartphones, by January of 2013 Blackberry's share of the smartphone market in the U.S. had fallen to 5.9% (Wikipedia, 2013). When the iPhone was introduced, Blackberry's co-CEOs, Jim Basillie and Mike Lazaridis, did not perceive that Apple was a threat to Blackberry and arrogantly dismissed the iPhone as just one more competitor in the market (Tofel, 2013). As a result of the CEO's denial Blackberry's subsequent efforts to revise its product line were too little and too late, Blackberry couldn't catch up to Apple and increasingly, the Android based phones. As a result of declining sales and plummeting profits,

Blackberry laid off 2,000 employees in July of 2011 and another 5,000 job cuts in June 2013. Blackberry agreed to sell itself to a Canadian company, Fairfax Financial for \$4.7 million.

## **Motorola**

With a long tradition of outstanding engineering achievements, Motorola was an early leader in the mobile phone market. Motorola's RAZR phone was a market leader at the time Apple launched the first iPhone in 2007. Yet only a year later Motorola, due to financial difficulties and pressure from well know corporate raider Carl Ichan, spun off the mobile phone business into a separate company, Motorola Mobility. What happened to Motorola to change its fortunes so rapidly? As with Blackberry, Motorola did not recognize the peril that the iPhone represented, nor did Motorola, as an engineering company, have a sense of how the mobile phone business was becoming a fashion business as much as an electronics business. In short, Motorola was lacking in consumer marketing skills. Along with a lack of marketing skills, Motorola's was not innovating at the pace of Silicon Valley firms, did not execute on promises to the wireless carriers, thereby alienating their major customer group. Much of Motorola's inability to deliver

was the result of a corporate culture in which the internal business units did not collaborate in a way that enabled product development and subsequent delivery of new and innovative products (Anderson, 2008). As a result, Motorola Mobility fell increasingly behind the market in developing new and attractive smartphones. The ensuing financial losses ultimately drove Motorola Mobility into the arms of Google, which acquired Motorola Mobility in 2012 for \$12.7 billion dollars.

### **Nokia**

Nokia sold its first mobile phone in 1981 and by 1998 was the largest mobile phone manufacturer in the world, which position it maintained until 2012. Nokia had a 62% share of the smartphone market in 4Q 2007. Nokia had shown a keen sense of innovation, design and manufacturing skill over the years leading up to 2007, however, just as the iPhone arrived in the market Nokia recalled 46 million phones for problems with a faulty battery. Under pressure of the competition with Apple and Android phones, Nokia's overall market share began to decrease and sales of its smartphones were especially hard hit. Nokia recognized that it had failed to adapt quickly enough to the latest innovations incorporated into the iPhone and Android phones. As a result, a new CEO, Stephen Elop, the first non-

Finnish CEO of the company was recruited to lead a much hoped for turnaround. One of the big questions confronting Elop was the question of what operating system Nokia's future smartphones should use. Nokia had used the Symbian operating system for its smartphones but now considered the alternatives which were either the Android system or Microsoft's Windows mobile phone operating system. Nokia chose to go with Windows, however, Elop chose to make the announcement of the transition to Windows in 2011 without having a Nokia phone able to run windows available for sale until 2012. Sales of Nokia's smart phones plummeted resulting in layoffs of 4,000 employees in each of 2011 and 2012. Later in 2012, smartphone manufacturing was moved to Asia and another 10,000 employees were laid off (Monaghan, 2013). Nokia's share of the smartphone market dropped from 35% in 2010 to 5% at the end of 2012 and the company had a loss of \$1.75 billion (Ahonen, 2013). In September 2013, Nokia announced that it would sell its mobile phone business to Microsoft for \$7.17 billion, Elop would be replaced as CEO of Nokia and would become a Microsoft employee as a part of the sale.



## Samsung

Samsung, like Apple, has been led by a charismatic, strong willed and detail oriented CEO. Chairman Lee Kun Hee took control of Samsung in 1987 and his “relentless dissatisfaction and discipline are Samsung’s driving forces (Grobart, 2013, p 8).” In 1993 Lee introduced his *New Management* program and all Samsung employees received a 200 page book that described the principles of New Management which include meticulous planning, excellent execution and a philosophy of *perpetual crisis*. Samsung got its start in the mobile phone business in 1994 by manufacturing chips for smartphones. Samsung made two key decisions that have been crucial in its mobile phone expansion. First, in 2009 Samsung adopted Android as its operating system for smartphones. The second critical decision was to go with larger screens than those on competing smartphones. The larger screens differentiated Samsung’s phones and allowed for more models with which to attract customers with different needs and preferences. (Grobart, 2013). By virtue of its fierce focus, the popularity of the Android system, the quality and variety of its smart phone products, Samsung has subsequently dramatically expanded its mobile phone business so dramatically that in 2012 Samsung

displaced Nokia as the largest maker of mobile phones in the world. Samsung, like Apple driven by a strong willed leader with a clear idea of what it would take to succeed, focused on vertical integration of its smartphone manufacturing capability. This focus, similar to Apple's but with a slightly different focus gives Samsung both a cost advantage and the manufacturing flexibility to rapidly innovate and deploy into the market new variations of phone size and features.

### **How did Leadership, Strategy and Corporate Culture Impact the Phone Wars?**

#### **Leadership**

If “we define leadership as the ability to influence a group towards the achievement of a vision or a set of goals (Judge & Robbins, 2013 p. 368)”, it is safe to say that the leaders of all five of these companies exercised leadership. As CEOs of huge companies they had vast power to influence people towards a course of action by virtue of the power and rewards that they could direct as CEO. In the case of Jobs at Apple and Lee at Samsung, the vision and influence led to great success. In the case of Stephen Elop at Nokia, Jim Basillie and Mike Lazaridis at Blackberry and the executive leadership at Motorola, the

vision and goals were far less successful. All corporation's must have their goal as success in the marketplace, the definition of success may differ, but whatever the goal, the differing fortunes of the five companies we are considering reveal it is not sufficient just to exercise leadership, the quality of the leadership, the personality and the goals of the leader are also important. At Apple Steve Jobs' goal was *to make great products* (Isaacson, 2011). Similarly, Lee Kun Hee set out to transform Samsung into a world class company in a league with GE or IBM. In order to reach this goal, Chairman Lee famously told his executives at a meeting in Frankfurt Germany in 1993, to "change everything but your wives and children" (Grobart, 2013). Jobs and Lee were able to not only influence their employees, they were able to motivate them to reach exceptional and visionary goals. The CEO's at Blackberry, Motorola and Nokia had no such compelling vision. In those three companies, the goal was much more about preserving the status quo than about creating exciting new products and reaching new goals. Jobs and Lee exercised *charismatic leadership* to provide the impetus for their organizations to achieve such unusual success. Conger & Kanungo (as quoted in Robbins & Judge, 2013) define charismatic leadership by

four key characteristics. First the charismatic leader defines an idealized vision or long term goal that is attractive to followers; secondly the leader is willing to take significant risk in pursuit of the goal; thirdly, the leader is sensitive and responsive to the follower's needs and feelings, and fourthly the leader engages in unconventional behaviors perceived to be counter to existing norms. So, if we are to judge by our sample of mobile phone manufacturers, companies in rapidly changing industries would do well to seek a leader who exhibits, like Steve Jobs or Lee Kun Hee, these charismatic leadership characteristics.

### **Corporate Culture**

A corporate culture can be thought of as a system of shared meaning that differentiates one corporate organization from another. In a strong corporate culture employees have a high degree of agreement about what the corporation represents and the culture drives employees to corporate goals at the sacrifice, sometimes, of their own self-interest. When a corporate culture is aligned with the vision of its leaders and appropriate strategies are deployed, the corporate culture helps align employee's actions with the goals of the company and insure that those goals are accomplished. On the other hand, a corporate culture can also frustrate the achievement of corporate success. If the culture

becomes institutionalized i.e. the culture is valued for itself rather than for its contribution to achieving corporate goals, culture becomes a barrier to success because it blocks change and inhibits actions which may change the culture but are necessary to effectively achieve corporate goals. Cultures that cannot change and adapt can also become barriers to the incorporation of organizations which are acquired by acquisition or merger (Robbins & Judge, 2013).

As with leadership, we can see clear differentiation between the corporate cultures of the victors in the phone wars and the vanquished. Apple and Samsung both have very strong cultures molded in the image of their charismatic leaders. Both companies are secretive about their operations, demand excellence from their employees in designing innovative products that meet and exceed customer expectations. Products are then produced, distributed and serviced with a high degree of operational efficiency in the same model of urgent excellence. The vanquished corporations in our study, Blackberry, Nokia and Motorola, share a common failing; their corporate cultures became an impediment to continuing their success. Blackberry and Nokia, which had been industry leaders, lost their focus on both the need to constantly innovate and the pace with which

innovation had to occur to keep pace with the market. As a result they lost their leadership position and now struggle to stay in the market. Motorola's engineering based culture similarly was not able to adapt to the need for constant and rapid innovation, nor was Motorola able to bridge the cultural gaps between its various internal divisions to mobilize the kind of coordinated effort needed to excel in the smart phone market. Thus the cultural resistance to change

## **Strategy**

Blackberry, Motorola and Nokia's strategies had all worked well to help them arrive at positions of leadership in the mobile phone industry. Their strategies were not, however, flexible enough to provide solutions to the changes in the mobile phone market brought about by the iPhone and the rise of the Android smartphones. For all three, their strategy called for continued gradual evolution along the path of development that the industry was taking prior to 2007. In some respects, the fact that the victors, Apple and Samsung, had not been big players in the mobile phone market gave them an advantage. By being unburdened, no extensive base of existing phones and users, both were able to focus on leapfrogging the existing competition with devices that combined features old and new in

a way that consumers found intensely attractive. The victor's ability to do this was also materially assisted by their strategic decision to integrate vertically. In the case of Apple the vertical integration was more around design and control of the user experience through the Apple stores and iTunes while Samsung's focus was more on the vertical integration of manufacturing to provide excellent products in a greater variety of screen sizes than Apple could provide.

### **So What Are The Lessons of the Phone Wars?**

Three conclusions seem readily apparent and would be interesting to investigate further to see if they can be generalized across other instances of rapidly changing competitive markets:

1. Leadership is critical; having a Steve Jobs or Lee Kun Hee is a critical competitive advantage.  
  
How can a corporation, or any organization, maximize its opportunities to develop this type of charismatic leadership?
2. Corporate culture is a critical component of success or failure in times of rapid change and

intense competition. Leaders must guard against complacency in their culture and cultivate a means of keeping the culture on the cutting edge by means of the paranoia about competition that Apple exhibits or Samsung's philosophy of "perpetual crisis".

3. Strategies are critical and must, like corporate cultures, constantly be fine-tuned to respond to radical new innovations in the marketplace.

Two victors, Apple and Samsung, grow rich and bask in the warm glow of their success. However, let them be wary, lest they grow complacent like Blackberry, Motorola and Nokia; for the record shows that complacency, at least in phone wars, leads to loss of profits and loss of freedom.



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## **Global Mindset, Its Development and Role in Authentic Global Leadership**

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### **Abstract**

In his book, *The World is Flat*, Thomas Friedman (2005) discusses the advent of a global or intercultural environment, which has been accelerated by Internet Technology. Because of this, there is a need for individuals that can maneuver within the complexities of a multicultural environment. In addition, there is the emerging and great need for leadership that can effect positive change in such contexts, especially in developing nations. This paper discusses the importance of global mindset for addressing this issue.

This paper is a review of current literature that discusses global mindset. The study reveals the nascent literature that proposes the framework of the global mindset, and the role that hope, optimism, self-efficacy, and resiliency, together as the higher positive psychological construct of psychological capital (PsyCap), plays in its development. This study reviews literature that elaborates on the global mindset in terms of characteristics and behaviors associated with being able to influence others from different socio-cultural systems, and proposes that leadership with a global mindset is more effective at bringing about change in developing countries. It reviews literature that explores the relationship between a global mindset and the ability to effect and manage change in international contexts of cross-cultural complexity. Limitations were that the studies were exploratory.

In the discussion regarding global mindset development, this paper will demonstrate how the SPELIT Leadership Tool

(Schmieder-Ramirez and Mallette 2007) can be used to develop global mindset. In that regard, using the SPELIT model, this paper will provide a high-level analysis of the developing nations' environment, in general, from six dimensions: social, political, economic, legal, intercultural, and technological.

The study introduces literature which proposes that a global mindset is a construct and important dimension of Authentic Leadership. It exposes literature that offers theoretical framework for the role of global mindset in Authentic Leadership development. It also discusses the role global mindset plays in Authentic Leadership development. In light of the fact that it is important that leaders have the competencies for global change agency, and also embody characteristics that will allow them to overcome the hurdles a leader would encounter in a global context there is a discussion of Authentic Leadership Theory (ALT), a positive form of leadership and positive psychological construct. The paper also

emphasizes the overlap between global mindset and Authentic Leadership, by discussing the synergy that occurs when Authentic Leadership and a global mindset converge, in terms of the characteristics that make authentic global leadership effective in managing change in intercultural environments. In that regard, the study reviews literature which tests the theory that Authentic Leadership developed with a global mindset is more effective at leading much-needed change in a complex global context.

In the discussion, it is emphasized that Authentic Global Leadership, being a positive form of global leadership, can also utilize a change-model that takes a positive approach to change. In that regard, an example of a change effort in a developing country, using Appreciative Inquiry (Cooperrider and Whitney 1999), a correlate of Positive Organizational Scholarship, and positive approach to organizational development and change is

provided. Finally, this paper discusses implications for leadership.

**Keywords:** Appreciative Inquiry, Authentic Leadership, Global Mindset, Psychological Capital.

With the advent of globalization and what Thomas Friedman referred to as the “flattening affect,” developing nations are now competing on a level playing field in terms of information technology, global supply chains, and outsourcing. Change is happening very quickly in that regard. Bolman and Deal (2013) point out that “organizations everywhere are struggling to cope with a shrinking planet and a global economy” (p.434). They have to reframe their organizations towards a global perspective. Bolman and Deal (2013) also warn that “the accelerating pace of change continues to produce grave political, economic, and social discontinuities” (p. 434). Some developing countries lag far behind the rest, and for them

to compete, there is a need for leadership that understands their needs and knows how to address them. For them, positive sustainable change will require more than just facilitating access to technology.

The current state of developing nations is as follows: lack of business and entrepreneurial expertise; underdeveloped industry, relative to their populations; lack of socially responsible business operations; slow/repressed economy, as income levels (per capita) and their living standards are lower than more industrialized and developed nations; and a lower literacy rate, due to lack of education and technology.

Developing nations have recognized the need for positive change in the areas of education, technology, healthcare and leadership development, and in entrepreneurial training. They are in need of leadership that can help them in their pursuit of more industry, better education, and access to



technology. To address needs of a culture holistically, there is a need for Authentic Leadership with a global mindset. One must be self-aware and know the environment intimately before being effective in leadership within that context. In the absence of this awareness, all of the efforts of leadership fall short, and positive, sustainable change will not happen.

The Developing nations need citizens throughout the world to stand up and take part in leading positive change. There is great need for ethical, compassionate, service-oriented leadership, with cosmopolitan business know-how, and respect for diversity. Most importantly, there must be contextual awareness, as all of the benefits of leadership fall short in the absence of a global perspective. Leaders must realize that there is no more single culture or national perspective...there is only a global environment. In that regard, the irrefutable truth is that, to be effective, all leadership must possess a global mindset.

The purpose of this paper is to review the literature that discusses the concept of global mindset in terms of definition, constructs, and development. It will also discuss the role of global mindset in authentic global leadership. This paper is organized into four sections. The first provides a brief review of the literature on global mindset in terms of definition and constructs. The second explores the role of psychological capital in global mindset. The third section is a discussion on how global mindset can be developed. This section will also use the SPELIT Leadership Tool (Schmieder-Ramirez and Mallette 2007) to demonstrate how it can be used to help develop global mindset. The fourth section will explore how global mindset plays a role in authentic global leadership development.

### **The Machete & the Coconut**

In the summer of 2013, my cousin and I took a six-day trip to a little town in Belize, Central America. On this

particular day I was extremely excited because we planned to venture away from the resort, explore the landscape, and mingle with the locals. We rented a golf cart, as was the custom for tourists, because the town was too small to accommodate larger vehicles. One of our adventures was to the town of Placentia. We visited one of Placentia's most popular restaurant bars. It was a lively and very friendly place! While we were there, one of the locals serenaded my cousin and me, while playing a pair of wooden maracas. After the performance, he offered to sell me the instruments. Without a second thought, I politely declined. Then he pulled out a little string of black, white and yellow beads. He offered to sell them to me for \$10. Not seeing the value in any of these artifacts, again, I politely declined.

### The Machete

The following day, we decided to go out again. I wanted to visit the Garifuna Village. My cousin was more than a little

reluctant about this adventure, too far off the beaten path for her, but she relented. As we rode along the well-worn, asphalt road, we came upon a group of locals. Several of them, very dark-skinned, shirtless men, wearing ragged clothes, began shouting and coming quickly toward us. As they came closer, we noticed the man in front was waving a large machete. In the Western culture this behavior would be interpreted as extremely threatening, but knowing Placentia as I do, I was reluctant to feel threatened. Meanwhile, my cousin yelled at me to turn the golf cart around and leave the area as quickly as possible. My inherent curiosity caused a little hesitation in my complying with her request, but her screams gave me angst. That, coupled with being sensitive to her genuine fear and the panic I could hear in her voice, I turned the cart around and we drove back up the road and out of the village.

## The Coconut

Later that same day, one of the employees at the resort, a very dark-skinned man of the Garifuna race named Clifton, took us on a very delightfully informative tour of the resort property, and showed us where the iguanas like to bask in the sun. After the tour, he offered to “pull” some coconuts for us. We gladly accepted his offer. He disappeared for about five minutes and returned, brandishing a very large machete, not unlike the one we saw earlier. Apparently, the gentleman in the village only wanted to “pull” coconuts for us. I wonder if he was bewildered by our response to his offer to serve and entertain us.

Clifton led us to a very comfortable spot on the beach between two beautiful coconut palms. He placed the machete on the sand beside one of the trees, and without any support, he proceeded to climb the tall palm. Once at the top, he pulled two large green coconuts and dropped them to the sand. After climbing down

the tree, he used the machete to slice off the top of the shell, just enough to create a hole big enough for a straw.

For the next hour we sat in that shady spot on the beach, sipping coconut water, and listening to Clifton tell us all about the Garifuna people and their rich culture. He told us about their history, their music, and their nation's black, yellow and white flag, as well as some of the challenges they currently face. From what I learned in that hour, I gained much respect and appreciation for the Garifuna people. Had I understood and appreciated the Garifuna culture, the meaning of the yellow, black and white colors, and economic challenges, I have no doubt I would have been more empathetic, placed much higher value on the artifacts the gentleman in the bar was trying to sell me, and probably would have been happy to buy them for the small price he was asking.

On my flight back to the U. S., I reflected back over my experience with the man in the bar and the man on the road in the village. I became keenly aware of my lack of cultural intelligence and the influence my ignorance had on my values, my behavior, and the decisions I had made. Did I miss an opportunity to establish a relationship, engender trust, and establish rapport in these encounters?

### **Global Mindset**

This story of the Machete & the Coconut is a very simplistic, yet relevant and poignant, example of the missed opportunities to serve, establish business relationships, and foster trust, for lack of a multicultural orientation. This multicultural orientation is referred to as a Global Mindset. Bowen and Inkpen argue, “It is essential that global leaders of change start the change process with an understanding of cultural contexts” (257). To navigate the complexities of varying cultures, it is critical that

leadership should possess the characteristics of a Global mindset. The literature reviewed provided several definitions of global mindset and several theoretical models.

In terms of leadership competency, Kefalas (1998) proposed the constructs of global mindset as conceptualization, which is taking a global view of the world; and contextualization, which is adapting to a local or host environment. Beecher and Javidan (2007), also looking at global mindset in terms of what a global leader should be able to do, define global mindset as the capability to influence individuals, groups and organizations from different socio-cultural systems.

When discussing global mindset in terms of perspective-taking, Rhinesmith (1992) defined a global mindset as an individual's state of being that allows him or her to look at the world with a broad perspective, analyzing its trends and



opportunities. Gupta and Govindarajan (2002) described global mindset as a combination of an awareness and openness to cultures and markets, and the ability to make sense of its complexities. Clapp-Smith, Luthans, and Avolio (2007) characterize a global mindset as “a worldview or capacity for sense-making that takes multiple, diverse, perspectives into account in formulating attitudes, opinions, judgments, decisions, and other actions and behaviors” (p. 107). This is one of the most critical aspects in a leader’s ability to serve and effect change in an international capacity. To that end, equally important is embodiment of its components: intellectual, psychological, and social capital (Clapp-Smith, Luthans, and Avolio 2007).

### **Intellectual Capital**

According to Bowen and Inkpen (2009), “Intellectual capital is comprised of an individual’s global business savvy,

cosmopolitan-orientation, and cognitive complexity” (p. 244). This isn’t something that can be developed from reading books alone. Although scholarly and pedagogical approaches to learning have their benefits, developing intellectual capital that will provide the multinational business competence to undergird a global mindset requires an experiential approach. Mistakes can happen when you try to provide business solutions without really understanding the entrepreneurial competencies of a culture, or equally menacing, lack understanding of the economic system. To gain this type of in-depth understanding, one may need to conduct an analysis using the SPELIT (Schmieder-Ramirez and Mallette 2007) of the social, political, economic, legal, intercultural, and technological environment, using secondary data or current events. Another pragmatic approach would be to pack a bag and immerse oneself into the context.

In that regard, one of my adventures led me on a Central American Snorkeling excursion in the beautiful Cayes off the coast of the small town of Placentia, Belize. The dive was quite exhilarating! The wildlife and underwater environment was absolutely wondrous! I swam with Lemon sharks, humongous turtles and sting rays. What was equally impressive as the aquatic flora and fauna was the skill, experience, and knowledge of the Dive Master that led the tour. He was quite skilled in SCUBA and snorkeling, evidenced by his ability to instruct and guide everyone in the proper and safe use of the equipment. He was also very knowledgeable about the surrounding geography and aquatic environment. He also knew the names of every fish, plant and sea creature we encountered. I found it unusual that this gentleman and his crew were not business owners or private contractors, but were employees of the resort.

Later, I had an opportunity to chat with him at length. During the conversation, I made an Appreciative Inquiry (Cooperrider and Whitney, 1999). I asked him, with his expertise and experience, had he ever considered owning his own dive shop, scuba, or snorkeling tour business. He explained that many dive masters in the area had tried, but could not compete with the resorts for even a small piece of the market. I thought to myself, ‘there is something wrong with this picture.’ I recalled the many, small, privately-owned dive shops along the California coastline, and even in places I’ve visited in other parts of the U. S. that are able to hold their own. I was always of the notion that ‘if you give a man a fish he could eat for a day, but if you teach a man to fish he could eat for a lifetime.’ These men were the best, the “masters” in their trade. So what were the factors that were preventing not one, but many of them from entrepreneurship? From the information I was able to learn first-hand from within the context, coupled with understanding

gained from a SPELIT environment analysis, I was able to derive an answer. Many would-be business-owners and entrepreneurs lacked business know how, technology, and financial backing or resources. Even those with some business savvy did not have access to the technology and resources required to compete. Armed with the right facts, one can begin to seek viable solutions for change.

### **Psychological Capital**

Psychological capital is comprised of hope, optimism, self-efficacy, and resiliency. According to Bowen and Inkpen (2009), these are the constructs that undergird an individual's "passion for diversity, quest for adventure and self-assurance" (p. 244). This construct will be discussed at length in another section.

## Social Capital

Social capital is comprised of an individual's intercultural empathy, interpersonal impact and diplomacy. A colleague of mine told a story about her visit to a small Central American village. During the visit, she provided pizza to the children at a village community center. She felt unappreciated and disappointed when no one ate the pizza. It turned out the people in the village do not eat, nor do they like, pizza. Although her intentions were well-meaning, her lack of social capital made her good intentions ineffective. A missionary by the name of Sherwood G. Lingenfelter, in his book *Ministering Cross- Culturally*, shared that on Yap, an island in Micronesia "An invitation to chew betel nut is a cue to initiate a conversation...equivalent to offering a cup of coffee in the United States" (p. 18). Missing such a cue could result in hurt feelings and misunderstanding. Social capital is the aspect of a

global mindset that is an individual's orientation to these types of cultural nuances.

Bowen and Inkpen (2009) conducted a study to explore the idea that “the degree to which the change leader possessed the intellectual, psychological, and social capitals that comprise a global mindset was associated with leading change in a cross-culturally complex situation” (p. 239). The study was conducted at the Johnson & Johnson manufacturing facility in Sao Paulo, Brazil. Their study took into consideration the following cross-cultural dimensions of Brazil compared to the United States: power distance, uncertainty avoidance, future orientation, performance orientation, in-group collectivism, institutional collectivism, humane orientation, assertiveness, and gender egalitarianism. Citing Javidan et al., 2007, who argued the world is not flat, in terms of cross-cultural dimensions, Bowen and Inkpen (2009) revealed that “a global mindset comprised of intellectual, psychological, and social capital may be a useful

construct for conceptualizing the effective characteristics of global change leaders” (p. 257).

### **The Role of Psychological Capital**

Clapp-Smith, Luthans, and Avolio (2007), in discussing Global Mindset Development, suggest that “psychological capital is central in developing one’s global mindset” (p. 107). To further emphasize the magnitude of the role psychological capital plays in undergirding a global mindset, the following provides theoretical foundation and some study results that reveal the significance of its constructs of hope, optimism self-efficacy, and resilience. “The term psychological capital represents individual motivational propensities that accrue through positive psychological constructs such as efficacy, optimism, hope, and resiliency” (Luthans, Avolio, Avey and Norman 2007 p. 542).



PsyCap is defined as an individual's positive psychological state of development and is characterized as follows:

One, having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; two, making a positive attribution (optimism) about succeeding now and in the future; three, persevering toward goals and, when necessary, redirecting paths to goals (hope), in order to succeed; and four, when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency), to attain success. (Luthans, Youssef, and Avolio, 2007 p 3)

The following discussion focuses on the definition and theoretical basis of each construct.

### **Self-Efficacy**

Self-efficacy is confidence in one's ability to accomplish a particular goal or task, or belief in one's own potential. I am inclined to take it a step further. Self efficacy gives an

individual the ability to try. It is what first steps are made of. Self-efficacy is belief in oneself. Luthans et al (2007) recognized “[self-efficacy] enables [people] to choose challenging tasks, invest the necessary time and energy to achieve their goals and persevere when faced with obstacles and discouraging signals” (Stajkovic and Luthans, 1998b). Black and Mendenhall (2011), as cited in Clapp-Smith, Luthans, and Avolio, specifically note that “high levels of efficacy will impact the willingness of individuals to learn new ways of thinking and behaving in a host country.” In addition, Earley and Ang (2003), as cited in Clapp-Smith, Luthans, and Avolio (2007), “suggest that efficacy contributed to individuals’ motivation to understand and adapt to a new environment.”

## **Hope**

Having PsyCap Hope means possessing both willpower and way-power. Reflecting back on the SPELIT environments

of developing countries in general: exposed to such a complex environment, people could easily have moments in which it seems their cosmopolitan savvy is limited, social intelligence is inadequate, and contextual awareness is skewed. It might be tempting to feel hopeless and incompetent. However, rather than take the latter stance, Clapp-Smith, Luthans, and Avolio (2007) propose “hope can help determine what individuals can do with this awareness...With high willpower, or motivation, to adjust with and high way power, or the capacity to find alternative responses, individuals would be expected to incorporate more pathways into their...strategies...” (p. 118). The rationale for hope’s impact on an individual’s ability to demonstrate effort is the uncanny ability to maneuver through obstacles to achieve success, and the ability to generate alternate routes to goal accomplishment led to sustained effort (Avey et al., 2010). In this case, it would be the obstacles and

hurdles presented by a complex global and multicultural environment.

## **Optimism**

When people think of optimism it brings to mind the “positive thinker”; the person that is always looking on the bright side of every situation, always seeing a silver lining around every cloud. But the type of optimism referred to here is a way of perceiving realistic possibilities or explaining failure. Failure can either be explained as personal (“I’m just not good at this”), or it can be explained as a result of circumstances that can be overcome (“I know what to do differently next time.”). According to Clapp- Smith, Luthans, and Avolio (2007), “In the case of a global mindset, optimists will tend to attribute failed cross-cultural interactions to underlying cultural dynamics...” (p.117). Instead of viewing the situation as a personal failure, they will view it as an opportunity to learn something new about

the context and apply that new learning going forward. Further, Luthans et al., (2007) explains, “Realistic optimism includes an evaluation of what one can and cannot accomplish in a particular situation and hence adds to one’s efficacy and hope.” Avey (2010) added, “Like hope, optimism also provides a sustaining affect, especially when confronted with challenges or difficulty.” In any change effort there will be resistance that could in some cases be discouraging. However, this type of optimism will help in a change effort because it will give the change agent the ability to persevere and see the change through to the end. “Realistic optimism can influence performance through sustained effort as positive expectancies will encourage continued effort...” (Seligman, 1998, p. 388).

## **Resiliency**

“Resiliency seems to contribute to global mindset development in that individuals who experience stress from a

lack of familiarity in new culture settings could potentially overcome such stress...find a level of behavior they are comfortable with [and]...expand their perspective-taking capacities” (Clapp-Smith, Luthand, and Avolio, 2007, p. 117). For example, in an organization that has divisions in other countries, employees have to lead within cultures they may not understand. They may make mistakes and stumble before they become acclimated to the new morays. Resiliency will enable them to learn new perspectives from their mistakes, and allow them to move forward with a perspective broader than the one with which they started. They not only bounce back, but go “beyond the equilibrium point” (Avolio & Luthans, 2006; Luthans, 2002; Youssef & Luthans, 2005b, Luthans et al., 2007).

Studies have shown that PsyCap, or its individual capacities of hope, optimism, self-efficacy, and resiliency, have been found to have relationship with performance outcomes in the U.S., as

well as various cultures such as China (Luthans, Avolio, Wolumba, & Li, 2005), Central Asia (Luthans & Ibrayeva, 2006), Southeast Asia (Luthans, Zhu et al., 2006), and India (Luthans, Combs, Clapp-Smith, & Nadkarmi, 2006).

### **Developing Global Mindset**

Developing global mindset is about personal change. The literature discusses various ways of developing global mindset. Luthans et al. (2007) propose that trigger moments, described as “adverse, challenging, or unfamiliar situations,” can set into play the mechanisms or constructs of global mindset. In that regard, international business assignments or projects could be considered trigger events. Boyacigiller, Beechler, Taylor, and Levy (2004), as cited by J. S. P. Story (2011), proposed that international business trips at the beginning of managers’ careers could potentially help them develop a global mindset.

A colleague of mine is the director of a school in Esperanza, a municipality of the Valverde province in the Dominican Republic. Within the past year, she has invited me to her school to teach students to speak, read, and write English. Accepting the invitation would probably mean being there for several weeks to a month. As I recalled all of the travel brochures of The Dominican Republic, filled with pictures of beautiful blue-green seas, white sands, and billowing palm trees, my excitement and expectation soared! However, after a conversation about the culture in terms of language, socioeconomic and political environment, I began to question myself. I had some misgivings. My Spanish is not very good, which would make communication quite challenging; with different laws and social morays, the environment would definitely be unfamiliar; and at times, I expect that I might find the economic and technological environment adverse, compared to what I am accustomed to. This wonderful opportunity is



definitely what Clapp-Smith, Luthans, & Avolio (2007) would refer to as a “trigger”.

Theoretically, my psychological capital will engage, and global mindset for this environment will develop. Indeed, it did. I decided that I can to this. I found ways and means to prepare, analyzed the possibilities, and decided to move forward. In preparation for this opportunity I have taken steps to improve my Spanish, I remain in close contact with my colleague, I have begun corresponding with other teachers, I am keeping myself abreast of current events in that area, and I am continually trying to see things from the perspective of a Dominican. I anticipate, however, that literally immersing myself into the culture will have the greatest affect on developing my global mindset.

Another way to develop global mindset is to cultivate curiosity (Gupta and Govindarajan, 2002).

Take an interest in the global community. Seek to understand why certain things came to be in a particular context. The resulting new knowledge will develop global mindset. It could be the impetus for more travel.

Traveling outside your own culture, even just for the sake of adventure, can expose you to experiences that will cause you to see the world from a different perspective. I read an article in a magazine, written by a woman who back-packed abroad. I do not recall the author or the magazine. Over her five month journey, she visited Malaysia, Thailand, Africa, and India. In the article she explained that the trip “changed her whole perspective.” Because of her journey she has a firsthand appreciation for the poverty that exists in the world. She explained that since she returned from that trip, which was taken ten years prior to writing the article, she has been careful not to complain about little things and has been intentional

about being “as generous as possible” because even the smallest amount can help.

Individuals can begin developing global mindset when they are young. My church regularly sends teams of young people to Mexico to help out at an orphanage. Parents often take their children on these trips. It helps children develop empathy for children in other parts of the world. There are also annual mission trips for all ages to countries like Thailand, and African countries, such as Uganda. Each year for Project Serve, during Spring Break, dozens of Pepperdine University students take either national or international service trips. They serve in countries such as Costa Rica, Dominican Republic, Fiji, Guatemala, and Nicaragua. “The trips are designed to help students better understand the needs of the world while challenging their comfort zones.” <http://www.pepperdine.edu/pr/stories/2014/march/project-serve-2014.htm>.

## **SPELIT Analysis**

Clapp-Smith, Luthans, and Avolio (2007) propose “a global mindset allows an individual to view an event or concurrence through a variety of different lenses...” (p. 107). In that regard, this section will demonstrate how global mindset can be developed using the SPELIT Leadership Tool (Schmeider- Ramirez and Mallette (2007)). The tool enables you to analyze a context from six lenses: the social, political, economic, legal, intercultural, and technological perspectives. It must be emphasized that the social, political, economic, legal, intercultural, and technological issues of the world are interconnected. For the purposes of this paper this analysis does not focus on one culture, country or geographic area. But, to emphasize the capacity in terms of the breadth of scope of global mindset perspective, it will provide a high-level analysis of the social, political, economic, legal, intercultural, and technological (SPELIT) environments of developing nations, in

general. For this, the paper referred to information provided in the 2013 World Economic and Social Survey, published by the Department of Economic and Social Affairs report, provided by the United Nations, as well as current events from around the Globe.

## **Social Environment**

The social environments, in terms of access to social networks, connectedness, the social community that makes up the social community, and cultural norms (Schneider-Ramirez and Mallette 2007) of developing nations, varies from nation-to-nation. However, it seems there is one common issue among many. According to the 2013 World Economic and Social Survey, a major concern exists: “rapid urbanization, especially in developing countries, calls for major changes in the way in which urban development is designed and managed, as well as substantial increases of public and private investments in urban

infrastructure and services” (p 6.). China, not far-removed from being a developing country, is one example of this. China’s government is building high-rises and expanding their urban areas, with the expectation that rural citizens will migrate into the city. According to a May 9, 2013 Wall Street Journal article, “China's new leaders are counting on urbanization to remake the economy but have tried to limit the flow to the country's largest cities, fearing that a surge in migration could turn them into Latin American-style slums.”

### **Political Environment**

In terms of overall political environment, the 2013 World Economic and Social Survey reported that the political environment reflects that “income inequality within and among many countries has been rising and has reached an extremely high level, invoking the spectre of heightened tension and social conflict” (p. 6). An example of this is the recent situation in the

Ukraine. According to a February 20, 2014 CNN report, the citizens wanted “to pull closer to the European Union, change in the constitution, and alter the government's power structure.” Since the latter part of 2013, tensions were high as a result of the president’s decision not to sign the European Union Trade Agreement. Because citizens wanted political change, they conducted anti-government protests in the streets of Kiev, which resulted in violent conflict between police and citizens.

### **Economic Environment**

According to the 2013 World Economic and Social Survey, in terms of the economic environment, “the world reached the poverty target five years ahead of the 2015 deadline. In developing regions, the proportion of people living on less than \$1.25 a day fell from 47 percent in 1990 to 22 percent in 2010... Still, results fall short of international expectations” (p. 6).

## **Legal Environment**

The United Nations feels that, in terms of the legal environment, there is a need for policy change, to facilitate development. Because of the rapid growth of urbanization in developing countries, 2013 World Economic and Social Survey stated that “the policy framework for sustainable development of urban areas requires multilevel cooperation among local, national, and global communities...to mobilize public and private resources” (p. 10).

Each developing nations is governed by one legal system of government or another. Some of the Caribbean countries, such as Belize, are Parliamentary Constitutional Democracies or Monarchies. Many of the Asian countries are part of the People’s Republic of China. Some Central and South American countries are Federal Constitutional Republics. Others, such as Guatemala, are their own Republic. Some



European countries are Federations or Republics, or like Bosnia, a little of both. Many African countries are Independent Republics.

### **Intercultural Environment**

With regard to the intercultural environment of developing countries, according to The International Monetary Fund, there are over 150 developing countries stemming the globe. Most of them are within African, Asian (including the Middle East), Central and South American, and European continents. Together they include many cultures and reveal enormous breadth of contextual diversity, within which global leaders must be able to perform effectively.

### **Technological Environment**

According to Schmieder-Ramirez and Mallette (2007), “Technology in this environment refers to the ability to improve surroundings” (p. 10). In many developing countries there is no

access to electrical power at the very minimum, let alone other more advanced technological tools. The 2013 World Economic and Social Survey reported that “energy needs are likely to remain unmet for hundreds of millions of households unless significant progress in ensuring access to modern energy services is achieved” (p.6). This is true for many countries. According to an April, 2014 CNN World News online report, “Lack of reliable power has constrained human potential and stifled economic growth. Currently, 589 million...Africans have no access to electricity and many millions more lack reliable access. This holds back education, drives up the cost of business, and negatively impacts healthcare.”

### **Authentic Global Leadership**

Harris, Moran, & Moran, 2004, as cited by Story (2011), defined global leadership “as being capable of operating effectively in a global environment while being respectful of

cultural diversity” (p. 25). Authentic Global Leadership is that point at which a Global Mindset and Global Leadership converge. Both global mindset and Authentic Leadership share the common building blocks of psychological capital which gives them the fortitude to be effective within the complexities of a cross-cultural context.

Authentic Leadership, which includes the psychological capacities of self-efficacy, hope, optimism, and resiliency, “goes beyond transformational leadership” (Luthans and Avolio 2003). Drawing from Avolio and Luthans Johnson (2009), authentic leaders are “deeply aware of how they think and behave and are perceived by others as being aware of their own and others’ values/moral perspectives, knowledge, and strengths; and aware of the context in which they operate...” (p. 181). Self-awareness and contextual awareness enable them to develop highly productive teams, by rallying the right diversity of resources and talents that will support them and complement

and enhance the others, creating a more synergistic dynamic that helps them be more affective in change initiatives. Clapp-Smith, Luthans, and Avolio (2007) propose that “global mindset...would seem to contribute to the authentic development of truly (or authentic) global leaders...” (p. 125). Understanding the context in which they operate has far-reaching benefits in a global context. It means the Authentic Leader will be cognizant of the complexities of the global environment in which he or she must maneuver. This self-awareness in where Global Mindset development and Authentic Leadership development overlap (Clapp-Smith, Luthans, and Avolio, 2007). Self-awareness combined with contextual-awareness creates a synergy that allows the Authentic Global to be more effective in any environment.

Also, in terms of followers, Gardner, Avolio, Luthans, May and Walumbwa (2005) explained “authentic followership is an integral component and consequence of authentic

leadership development” (p. 346). According to Clapp-Smith, Luthans, and Avolio (2007), “development of a global mindset for authentic leaders would assist them and followers to more effectively recognize opportunities embedded in the cultural context” (p. 125)

### **Appreciative Inquiry**

Global Mindset and understanding the environment is an important part of any effort to effect change in any given context. But the critical aspect of change agency is actually being able to carry out the change. The Authentic Global Leader, who is infused with global mindset and has identified opportunities for change, will need to implement an effective strategy to move the change initiative forward. There are many different change models and, to effect sustainable change, it is important to approach the effort using the right one for the context.

Appreciative Inquiry (AI) (Cooperrider, 1999), a correlate of Positive Organizational Scholarship, is a non-linear method of changing an environment by asking positive questions. It focuses on opportunities and possibilities rather than threats or risks. “AI is a process of search and discovery designed to value, prize, and honor” (Cooperider and Sekerka, 2003. p 226). The AI framework is comprised of a four step process: 1) discovery, 2) dream, 3) design, and 4) destiny.

Using Belize, a developing country in Central America, as the context, the following provides an example of how an Authentic Global Leader can use AI to bring about change. Recall the master divers in Placentia, Belize, who are the experts in their craft. However, they did not own their own dive tour businesses because they believed they could not compete with the large resorts for the tourism market. From the SPELIT Analysis, I inferred that the divers lacked entrepreneurial skill, technology, and resources. This section will provide an example of how the

Appreciative Inquiry process can be used to bring about change in that situation.

According to Cooperrider and Sekerka (2003), "The discovery step, designed around an interview process, is a systematic inquiry into the positive capacity of the organization" (p.227). In this situation, it would be inquiry into the positive capacities of the local master divers, who have come together with the intention of transforming themselves from employees to business owners.

(Cooperrider and Whitney, 1999) proposed "Human systems grow toward what they persistently ask questions about." In that regard, the AI process intentionally asks positive questions around positive topics to stir constructive exchange of ideas that motivate action within an organization or global community. In the discovery step, all of the master divers who are interested in starting their own dive tour business would

engage one another in Appreciative Questioning about their experiences. They might ask questions like ‘how have we been able to draw the attention of the tourism market?’ ‘In what ways have we been able to successfully serve the tourism market?’ ‘What equipment, resources, partners or alliances do we already have?’ ‘Who has supported our business efforts in the past?’ Through this type of positive questioning they will gain a deeper understanding of their strengths. Cooperrider and Sekerka (2003) argue "people become increasingly aware, of the positive core, appreciation escalates, hope grows, and community expands" (227).

In the dream step "as they describe the actual, the potential or possibilities invariably emerge in the dialogue" (p. 227). The master divers will begin to see their capability and begin to give each other positive feedback in the form of bright ideas. Cooperrider and Sekerka (2003) explain that their ideas will be "stated in terms of...a vision of a better world, a



powerful purpose, and a compelling statement of strategic intent" (p.227). They now share a vivid dream, which motivates them to engage one another in the next step. In step three, the design step, the group directs its collective attention to what they need to do as a group to realize the dream. For example, in the case of the master divers, the AI process might lead them to put together a plan for a dive cooperative.

"The fourth step, called destiny, "is...about the transformation of existing paradigms" (Cooperrider and Sekerka, 2003. p.228). The master divers were not business owners because it was their belief that they could not compete with the large resorts for the tourism market. The AI process is designed to transform negative beliefs into a globally collective awareness of the organization's strengths and possibilities. People will begin to implement projects and strategies that will move them in the direction of a shared dream that has united meaning and value. People begin to collectively close the gap

between their old paradigm and the new vision they believe the organization or community can attain. "Changes never thought possible are suddenly and democratically mobilized when people constructively appropriate the power of the positive core and...let go of the accounts of the negative" (Cooperrider & Whitney, 1999, p.14)

### **Summary**

This paper reviewed current literature that discussed global mindset. It discussed the framework of the global mindset and the role hope, optimism, self-efficacy, and resiliency, together as the higher construct of psychological capital (PsyCap), plays in its development. It elaborated on the global mindset in terms of characteristics and behaviors associated with being able to influence others from different socio-cultural systems, and considered the idea that leadership with a global mindset is more effective at leading change in

developing countries. It reviewed literature that explores the relationship between a global mindset and the ability to effect and manage change in international contexts of cross-cultural complexity. Bowen and Inkpen (2009) revealed that “a global mindset comprised of intellectual, psychological, and social capital may be a useful construct for conceptualizing the effective characteristics of global change leaders” (p. 257).

Therefore, as leaders, we must equip ourselves with tools and expose ourselves to experiences that can facilitate our ability to effect positive global change. In the discussion regarding global mindset development, this paper demonstrated how the SPELIT Leadership Tool (Schmieder-Ramirez and Mallette, 2007) can be used to develop global mindset. It was used to analyze the overall environment of developing nations, in general. This was a very powerful way of providing an orientation to the issues common to many developing countries, as well as helping to cultivate an appreciation for the diverse

social, political, economic, legal, intercultural, and technological issues.

The study introduced literature which proposed that a global mindset can be developed as a construct and important dimension of Authentic Leadership. It exposed literature that offers theoretical framework for the role of a global mindset in Authentic Leadership development. It discussed the role global mindset plays in Authentic Leadership development. It is important that leaders have the competencies for global change agency, and embody characteristics that will allow them to overcome the hurdles one would encounter in a global context. It discussed self-awareness and contextual awareness, which is the overlap between global mindset and Authentic Leadership, and the synergy that occurs when Authentic Leadership and a global mindset converge, in terms of the characteristics that make authentic global leadership effective in managing change in intercultural environments. The paper also discussed the AI

process and how it can be used to bring about positive change in the lives of the local dive masters in Placentia, Belize.

One fact is irrefutable...there is no more local or national community. We have only one community, and that is a global community. This phenomenon brings the problems of the world to our doorsteps and challenges us as leaders to be global leaders. As such, we are faced with serving the needs of people in crisis on a global scale. Developing countries are in need of citizens who will stand up and take part in global change. Someone said hope comes when you are struggling. Hope means having willpower to persevere and way power to find your way around obstacles. People must have compassion, empathy, and the desire to see things change. That is just the start. There is change and equipping that must take place on an individual level before it will happen in the global community.

In this paper we discussed The SPELIT Leadership Tool as a tool leaders can use to increase contextual awareness, and develop global mindset. AI was also discussed as a model for effecting positive change within that context. The implication to leadership is that we are the hope of our global community. It is our responsibility to use tools and opportunities which lie before us, to develop global perspective and orientation and then to stand up, step out, and do what we can to effect positive change in our global community.

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## **Global Entrepreneurship and New Ventures: Creating Success with Social Media**

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### **Abstract**

Social media has been around for over 30 years, but has been popularized over the last 10 years. Being active on social media is more important than ever for entrepreneurs and brands. Social media enables brands to become global in ways never before possible. Entrepreneurs are now able to have global customers as opposed to being limited to just local customers. However, being on social media requires a strategy and appropriate success metrics. This paper will discuss how to globalize your brand and create success using social media.

## Introduction

Entrepreneurship is the process of creating something different or new that has intrinsic value. Among other activities, it can include developing new products or identifying new markets (Wiklund & Shepard, 2003; Low & Macmillian, 1988). An entrepreneur may be defined as an individual who identifies an opportunity, undertakes a risk, and organizes the resources, both human and monetary, to create an organization that provides a good or service in order to generate a profit (Allen & Meyer, 2006).

Over the last decade, social media has played an increasingly large role in business, and especially in entrepreneurship (Lardi & Fuchs, 2013). Entrepreneurs are no longer limited to creating brick and mortar businesses or businesses that only penetrate local markets. The world is now an entrepreneur's playing field. Entrepreneurs essentially have

access to a global customer base. Yet, there is still a lot of confusion and uncertainty about the world of social media as well as how and why to integrate it into a business venture. Some entrepreneurs are strongly for it while some are strongly against. Many are just confused and overwhelmed by social media in general and aren't even sure how to begin.

The reality is, social media is not a fad and is not going to go away (Lardi & Fuchs, 2013). In fact, it's only going to continue to rapidly grow and overtake as the main form of communication and information sharing (Lardi & Fuchs, 2013). It's in an entrepreneur's best interest to embrace social media and learn how to effectively utilize it for their business or brand. This paper will explore the benefits of utilizing social media in a global business as well as how to do so.

## **Global Entrepreneurship**

There are many benefits to entrepreneurship. This is true, not just for the entrepreneur, but for society.

Entrepreneurs create jobs, play a key role in wealth accumulation, promote more balanced regional development, foster competition, and improve the quality of life through providing innovative products and services. Entrepreneurship as a way of life can promote achievement and confidence (Miner, 1996).

Today is an exciting time for entrepreneurs (Stanley, 2004). People are forging into the uncharted territory of entrepreneurship with a new spirit of happiness and independence (Stanley, 2004). As a result, they are bettering their minds, their lives, and the economic well-being of the world (Stanley, 2004). A successful venture is good for a



person's self-esteem, the well-being of others, and the happiness of all interested parties (Stanley, 2004).

Virtually, entrepreneurship is about change. Kuhn (1996) pointed out the “fields of knowledge evolve through the paradigm competition and the search for better answers to new sets of inquiries, in which the maturing field of entrepreneurship should be engaged” (p. 153). To begin the discussion, it is important to define the term *entrepreneur*. Entrepreneurship is considered an actual field of study, and the review of past literature finds little consistency among researchers on how to characterize or define the entrepreneur. Stevenson and Jarillo (1990) defined entrepreneurship as a process by which individuals pursue opportunities without regard to the resources they currently control, while Shane, Kolvereid, and Westhead (1991) defined entrepreneurship as a venture involving the presence of potential opportunities and the presence of enterprising and innovative people. Researchers have stated

that an entrepreneur is a person who manages or owns a business (Stanley, 2004), or is someone who is a major contributor to the economy through job creation. More recently, an entrepreneur has been characterized as a person who introduces new products and services, or simply just makes a living through business ownership (Stanley, 2004). Miner (1996) suggested that entrepreneurship is a hybrid term, since entrepreneurs are “concerned with growth and innovative behavior as well as with furthering personal objectives” (p. 26).

To be considered a successful entrepreneur, one must address certain strategies (Harrison & Leitch, 2005). An entrepreneur must consider the “4 P’s.” These include product, price, placement, and promotion when it comes to their product or service (Pride & Ferrell, 2003). These “4 P’s” make up the life cycle of the product or service. The entrepreneur must have certain traits to create his or her own innovation when it comes to a product or service (Pride & Ferrell, 2003).

The Global Entrepreneurship Monitor (GEM) is a global study conducted by a consortium of colleges and universities. GEM is essentially the world's largest entrepreneurship study. It was started in 1999 and aims to analyze the level of entrepreneurship occurring worldwide. GEM not only assesses entrepreneurial activity, but also aspirations and attitudes of individuals. The 2013 survey covered 75% of the world's population and 89% of world GDP. Of the global economies surveyed, entrepreneurial drivers related to the economy fell into one of three categories: factor driven, efficiency driven, or innovation driven.

Table 1

*Economies by Geographic Region and Economic Development Level*

Region	Factor Driven	Efficiency Driven	Innovation Driven
Latin America & Caribbean		Argentina, Brazil, Barbados, Chile, Columbia, Ecuador, Guatemala, Jamaica, Mexico, Panama, Peru, Suriname, Uruguay	Trinidad and Tobago
Middle East & North Africa	Algeria, Iran, Libya		Israel
Sub Saharan Africa	Angola, Botswana, Ghana, Malawi, Nigeria, Uganda, Zambia	Namibia, South Africa	
Asia Pacific & South Asia	India, Philippines, Vietnam	China, Indonesia, Malaysia, Thailand	Japan, Republic of Korea, Singapore, Taiwan

Europe – EU28	Croatia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovak Republic	Belgium, Czech Republic, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Slovenia, Spain, Sweden, United Kingdom
Europe – Non EU	Bosnia and Herzegovina, Macedonia, Russian Federation, Turkey	Norway, Switzerland
North America		Canada, Puerto Rico, United States

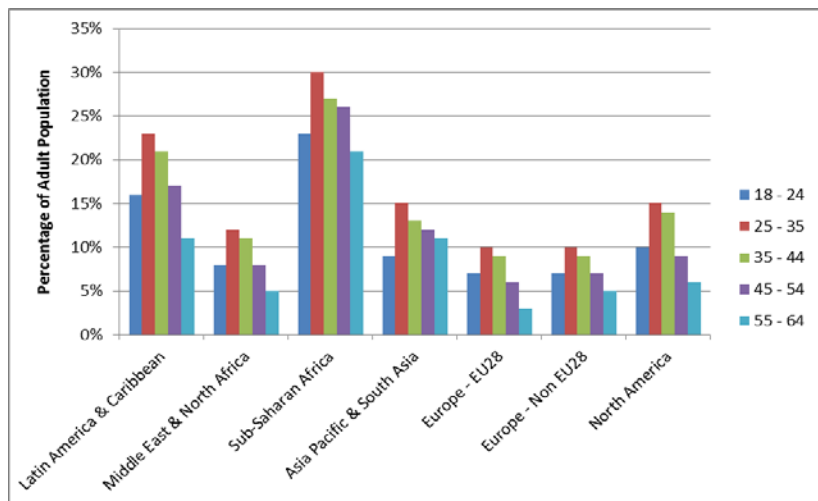
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Source: Global Entrepreneurship Monitor 2013 Report.

According to GEM's most recent study, not only are more people globally becoming entrepreneurs, but also more age groups (2013). More than ever before, young children and teens, as well as senior citizen are becoming entrepreneurs, either out of necessity or innovation.

Figure 1

### *Entrepreneurs by Age Globally*



Source: Global Entrepreneurship Monitor 2013 Report

Overall, entrepreneurship has increased greatly over the past several decades (Allen & Meyer, 2006). According to research done by Allen & Meyer (2006), over 2 million entrepreneurial ventures are launched annually worldwide. Considered a “Western-seated mechanism of economic development” (Allen & Meyer, 2006, p. 20), almost 1.5 million of these ventures are launched in the United States (Allen & Meyer, 2006).

## **Social Media**

It’s no secret that we live in a very connected world. Social media itself is defined by Merriam Webster as, “forms of electronic communication through which users can create online communities to share information, ideas, personal messages, or other content such as videos” (2014). Social media is no longer the future of communication. It is the present communication.

There is an unlimited amount of information at our fingertips that can be used to build and grow businesses.

Although social media has been more prevalent in the last 10 years, it's actually been around for about 30 years (Lardi & Fuchs, 2013). The first email was sent in 1971 by two computers sitting next to each other. In 1994, one of the web's first social networking sites, Geocities, was founded. In 1997, AOL Instant Messenger was launched and popularized instant messaging. In 2000, the dot com bubble burst and sent web entrepreneurs back to the drawing boards to create new innovations. This led to the creation of Friendster in 2002, Myspace in 2003, and Facebook in 2004. Twitter came along in 2006. As of today, Facebook has over 600 million users, the highest of any social media platform. Twitter has just over 200 million users (Lardi & Fuchs, 2013).



## **Globalizing Your Brand**

In today's marketplace, the world is your consumer. Entrepreneurs are no longer limited to your community or a brick and mortar building. With websites, ecommerce, and social media, entrepreneurs can acquire customers and generate sales to anyone, anywhere. This enables the entrepreneur to not only grow your revenue, but also to create a global presence which is a great accomplishment in today's competitive marketplace.

Because of competition and innovation, companies are forced to consistently grow and evolve to stay in the game and to stay profitable. Because of this, it's important to focus on the global consumer and not just the local consumer, due to the sheer number of people. Brands need to grow and be globalized in order to sustain and thrive in the long run. Furthermore, the pressures of free markets are such that the stock markets reward

those brands that can demonstrate their ability to constantly grow by creating new market spaces through innovation and globalization.

### **The Secret to Customer Service**

No matter what business you are in or what entrepreneurial venture you lead, you have a customer. Customers can be other businesses or the end consumers. A customer is essentially anyone that buys your product or service. Customer service is essential to all entrepreneurs' success. Studies have shown that it can cost 3, 4, even 5 times more to acquire a new customer than to retain one (Allen & Meyers, 2006). This is why customer service is so vital to the life of an entrepreneurial venture. Social media is an effective tool to aid in customer service. Social media is the most ideal customer service tool for an entrepreneur because it delivers real time feedback, builds trusting relationships, keeps

customers up to date, and keeps your brand relevant and interesting (Lardi & Fuchs, 2013).

Real time feedback is important because there's a short window to save a customer or to do damage control. Unhappy customers will normally convey their unhappiness right away, within the same day as their experience. With social media, customers are typically going to online platforms such as Yelp to rate businesses and their experiences. These rankings can be from 1 to 5 stars and customers can say anything they want about the business, good or bad. Being able to respond to the customer within those first 24 hours will usually remedy the situation, at least to a point. This can enable you to regain the customer or at least have the customer change their review of your business to something more positive. Overall, it shows that you care and that you are on top of things. Attention, and prompt attention, is more important than ever in today's

economy. Consumers want to be heard and reputation management is essential for all brands.

Social media can be used to build trusting relationships with your customer base. This can be done by sharing information through sites like Facebook or even through blogs. Consumers love to see behind the scenes type of information and photos from businesses. This type of transparency builds trust and a feeling of camaraderie between the consumer and the entrepreneur. People buy from people they like. It's that simple.

Consumers spend more time on social media sites than on any other category of sites, roughly 20-30% of their time (Lardi & Fuchs, 2013). An online presence on social media also keeps customers up to date. They want to know about your new product, service, location, employee, etc. If it's happening to your business, your customers want to know. Having the ability to post relevant information in real time is just another

way to also build trust. Finally, being active on social media keeps you relevant. Have you ever heard the saying that nobody is thinking about you, they're all too busy worrying about themselves? Well, it's true. What do you think about all day? You're not hungry for pizza until that pizza commercial pops up on the screen. You're not thinking about buying that new pair of shoes until it pops up as an ad on your Facebook wall. Keeping your brand in front of your consumers' eyes consistently will keep them thinking about you. Even if they don't need your product or service right now, they will likely think of your brand to refer someone else to or will think of you in the future when they do need your products or services.

## **Platforms**

Social media platforms include a variety of technologies. There are social networks, online magazines, forums, blogs, podcasts, videos or vlogs, social rating sites, crowdfunding sites, music sharing, and more. New platforms

are being created every single day so it's virtually impossible to keep up with every platform out there. And, old platforms get phased out. For example, Myspace was very popular in 2003 but now you probably don't know anyone that uses it.

Mobile social media is also a form of social media.

Apps, short for applications, can be downloaded to smart phones or other mobile device. Most social media websites have an available app to download for free. In addition, mobile ecommerce is a form of social media. These sites and applications include Pinterest and Amazon to name a few.

The majority of brands on social media are using Facebook and Twitter as their main channels. Next in popularity are LinkedIn and YouTube. After those are Instagram and Pinterest. Although these may be the main platforms that are being used or the most widely known, they are certainly not the only ones. Brands should not limit themselves to just the popular platforms. Overall, social media

sites can be broken down into three purposes. These include sites that help you network, sites that help you promote, and sites that help you share. All of these purposes are beneficial to a global entrepreneur.

Table 2

*Social Media Sites*

Networking	Promoting	Sharing
Facebook	Blogs	HootSuite
Twitter	Bing	Instagram
GooglePlus	Discussion	Buffer
Friendster	Boards	Digg
Hi5	Forums	Delicious
Mylife	Google	Path
Ning	Flickr	Pinterest
LinkedIn	Email Marketing	MarketMeSuite
XING	iTunes	Social Office Suite
Plaxo	Howcast	Reddit
Classmates	MySpace	Scribed
Faces	Vimeo	SlideShare
Foursquare	Picasa	Stumble Upon
Meetup	Yahoo	TweetDeck
Tumblr	YouTube	Wikipedia
Vine	CitySearch	Yelp

Yammer

HotList

ShareTheMusic  
Playlist

About.me

Source: Lardi & Fuchs, 2013.

Although there are hundreds of social media sites, being active on every site is certainly not necessary or recommended. It's important to master a few of the platforms that will best serve your business and stay consistent with them. Consistency and content is more important than the sheer number of profiles you have on sites.

## **Social Media Strategy**

As with anything in business it's essential to have a strategy. Many people or organizations use the spray and pray approach, which leads to wasted time as well as lackluster and results that can't be tracked or measured. Your social media strategy should consist of listening and comparing, creating objectives, selecting success metrics, analyzing your audience,



determining your one cool thing, being human, and creating a channel plan.

### *Listening and Comparing*

Seeing what strategy your competitors are using is a must. A brand can learn a lot about the playing field simply by learning what the industry's top 3 competitors are doing. Take note of which networks they are on, the type of content they are sharing, and how their fans are interacting with them. Is there anything you can duplicate and possibly do even better? What isn't working for them? Take time to scope out their strategy before creating yours.

### *Creating Objectives*

Your brand's social media presence won't be built in a day. It's important to have both short and long term goals. These goals should be clear and measurable. Short term goals could be things like getting 10 followers on Twitter each week

for the month of July. Long term goals are more about positioning. Examples include hosting a Twitter forum or securing 10% more sales through Facebook. You will want to continually be evaluating your short and long term goals and adjusting them as necessary along the way. It's important to remember that with social media there's no solid black and white recipe for success. It's a lot of grey area and it's important to be flexible and always analyzing.

### *Selecting Success Metrics*

Spraying and praying is the act of simply posting all over social media and hoping that it works without any real strategy or measuring tools. This is not a recipe for success. It's important that you have success metrics in place to see what is actually working and what's a waste of your time. You will want to measure likes and engagement to create your overall

ROI. It will be important to create key measures that are most beneficial to your brand, product or service.

### *Analyzing your Audience*

In order to put together a strategy you first have to know who your audience actually is. Generally, there are three major details to focus on when defining your audience. These are demographics, interest, and needs. If you can point out the exact demographics of your target audience, understand their interests, motivations and needs, you will be able to reach their news feeds.

### *Determining your One Cool Thing*

It doesn't matter who you are or what you sell, your product key features and benefits are not enough to create a passion worthy stir. How will your organization or brand appeal to your audience? How will you evoke their emotions?

Disney isn't about movies, it's about magic. Apple isn't about technology, it's about innovation. What are you about?

### *Being Human*

Social media is about people, not logos. To start, make sure your profile image on all your channels is you, not your logo. You can't build relationships with a logo. Your company has to, at least to some degree, act like a person, not an entity. Again, there's no exact recipe for this since it has to be organic and natural. It's important to keep this in mind when you're building your channels and creating your content. How will you let your human side and personality shine through?

### *Creating a Channel Plan*

Only after you know why you're active on social media at all, and how you'll measure social media strategy success should you turn your attention to the how of Facebook, Twitter, Instagram and the rest. The channel plan should be distinct, in

that you have a specific, defensible reason for participating in each.

## **Measuring ROI**

When it comes to measuring the ROI of social media, it's not as black and white as other areas of business. In fact, you will need to throw traditional models and theories on ROI out the window. The ROI of social media is measured in a variety of ways including metrics such as followers, campaigns, conversion rates, shares, and likes to name a few. The good news is that there are quite a few platforms now that help to create all these reports and metrics for you so you do not need to know or even understand all the algorithms. Facebook, for example, has a robust insights section for fan pages that allow the administrator to track everything from new page likes, post likes, shares and even a breakdown of location, gender, and age of the fans. Other third party platforms that can create and

monitor these types of data for other sites include Hootsuite, UberVu, Social Mention, Bitly, Inside Social, Sprout Social and Social Office Suite. And, more are coming out on the market all the time and continue to get more detailed and more user friendly.

The most important areas to focus on when determining your social media ROI include knowing who your audience is and having goals for your social media platforms and brand. For example, have a goal of growing your Facebook page organically by 30% in the first three months.

Another factor is paid advertising. Depending on your social media strategy, you may want to create paid ads to get your information in front of your demographic. Paid advertising on social media sites allows you to set your own budget. You can choose to spend anywhere from five dollars to thousands. If you do paid advertising, you will want to look at

the outcome. The outcome should revolve around how many new followers, shares or sales you made depending on the goal of the ad.

Most of the time, the goal is to convert a visitor to one of your social media platforms to a visitor of your actual website. This is especially true if you have an ecommerce business.

Measuring the conversation rate would be the most significant metric to stay on top of in this case. This can be done through many of the monitoring sites listed above and also through Google Analytics. Other tools similar to Google Analytics are MOZ Analytics and KISS Metrics. Google Analytics is the most widely used because it is free.

Overall, the top key metrics to track are the number of followers you get and keep and the cost of acquiring them. The cost is not just related to money, but also time. If you are spending too many hours on social media without yielding the results you

want, that is taking you away from other areas of your business. Remember, it is a numbers game with social media. Size matters if you want to drive your sales.

## **Recommendations and Next Steps**

Moving forward, it's important that you start building your social media strategy and learning more about social media. Analyzing your competitors is a great way to familiarize yourself with what they're doing and what works for them. Also, exploring different social media platforms and their accompanying apps to get comfortable with how they work is essential. From there, the sky is the limit as you move forward with creating your strategy, building your channels, and measuring your success.

It's oftentimes beneficial to hire an expert to assist in your social media strategy. Experts can build your strategy and systems as well as run all your campaigns and create content.



Or, you can hire an expert to build the channels out and then help to teach you how to run all the channels yourself. Without proper support and expertise, taking on social media can be overwhelming.

## **Conclusion**

Overall, it's no secret that an effective social media strategy is extremely beneficial for any entrepreneur or brand. Social media can not only improve your bottom line, but has the ability to grow your company into a global brand. Establishing a social media strategy is more than just posting an update informing people that a new product or service is on sale. It's more than just sharing a piece of relevant information. A social media strategy is a success when you are able to engage and interact with your target audience.

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