The development of the skills of global leaders: An approach based on studies of global mindset leadership

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ABSTRACT

The need of global leaders is a topic discussed in organizations. The Global Mindset Leadership is a handbook for development of the competencies of global leaders that should be able to transcend national and corporate barriers to integrate different perspectives and people and to adapt to any context. Being aware of the developments taking place in the market is the task of leaders that need to understand different cultural system and adapt to them. The objective of this research is to analyze the perception of competence development of global leaders in the intellectual, psychological and social dimensions, of the professionals that work in the academic and corporate environments. This research is classified as field research, descriptive, using qualitative approach. The main contribution of this research was to identify that global leaders are identified by competencies that make them be flexible, with a high degree of adaptation to new contexts and people. Based on the perception of active global leaders at a university in South Korea, it was possible to characterize, both in the academic and organizational perspectives, the desired profile of a global leader.

1. Introduction

Contemporaneously, there has been in increased interest from organizations on leaders with skills to adapt and be effective in transnational companies. Javidan and Walker (2013) state that the twentieth century diversity and complexity presents numerous and unpredictable opportunities of global interactions for business. For this, leaders able to integrate systems and move properly in different cultures are needed, as a global leader is understood as the one who transcends cultural differences to create sustainable prosperity worldwide.

The need for an adaptable global leader able to develop skills in order to effectively manage the integration of several cultures is the target of recent studies (Hitt, Javidan, & Steers, 2007; Bradberry & Greaves, 2012; Cantrell & Lucas, 2007; Charan, Drotter, & Noel, 2011; Fernandes, 2013; Javidan & Walker, 2013). In this context, the *Global Mindset Leadership* , translated in this research as "global leader", of Javidan and Walker (2013), is used as a reference to supplement the studies already carried out in this area.

The study proves to be necessary as it covers an important strategic resource for organizations: their leaders. The education processes should focus on the skills that result in effectiveness and acceptability of a leader in any economic or cultural context.

Therefore, the following research question was formulated: what is the global leaders' perception on the development of skills in intellectual, psychological

and social aspects to exercise leadership in a global context?

The objective of the research is to analyze the perception of global leaders' skills development in the intellectual, psychological and social dimensions, from professionals working both in the academic and corporate scopes. For this, five American and (South Korea's second largest city) Pusan residents' global leaders were selected, who are experts in related topics and have been and/or are global leaders in organizations. The individuals selected also work in the academic environment, in the field of international studies. The study presents a descriptive aspect and can be characterized as a qualitative field research.

The main contribution of the study is the list of the most significant skills and how they can be developed from actors who experience both the empirical and the academic environments. Setting education alternatives for global managers. To build this approach, the choice of the actors who operate in both environments was relevant and they have significant cultural differences in terms of the countries of origin and performance.

The article is divided into five sections: introduction, which is a presentation of the study; the theoretical foundation, which seeks the topic contextualization; the research method; the analysis of results, which addresses the reflections from the results obtained from the respondents; and final thoughts.

2 Global leader

Leadership is an individual's ability to influence, motivate and enable others to contribute to the effectiveness and success of the company they work for (House, Javidan, Hanges, & Dorfman, 2002). This influence takes place from a global perspective by the process of instigating individuals, groups and organizations within and outside national borders, representing various political, institutional and especially cultural systems (Hitt, Javidan, & Steers, 2007).

Understanding global leaders as the main agents in the business environment has attracted the attention from executives and scholars because in these leaders is clear a potential to improve business results and enhance the synchronization of cultures

present in it in order to create a harmonious system (McCall & Hollenbeck, 2002; Fernandes, 2013).

For this, global leaders need a set of attributes and features that help them better influence people, groups and organizations different from them (Javidan & Walker, 2013). The effectiveness exerted by a global leader in the companies depends on their skills in combining cultural differences and existing routines and habits (House *et al.*, 2002). The concept of skills in this context includes the achievement of results in multicultural environments under various circumstances of internationalization (Hitt, Javidan, & Steers, 2007).

The need for an adaptable global leader able to develop skills in order to effectively manage the integration of several cultures is the subject matter of recent studies. A model that transcends the domestic market and integrates national, regional and individual systems is necessary, becoming a tool for education, development, immersion and retention of potential global leaders guided by ethics in interpersonal relationships (Hitt, Javidan, & Steers, 2007; Bradberry & Greaves, 2012; Cantrell & Lucas, 2007; Charan, Drotter, & Noel, 2011; Fernandes, 2013; Javidan & Walker, 2013).

Over the years, many models to design the global leaders' profile have been presented. Relevant studies in this direction are the models: entrepreneur (Andersson, 2000), *Global Mindset* in seven skills (McCall & Hollenbeck, 2002), constructivist (Harris & Kunhert, 2007), global leader's proficiency (Chong, 2008), and the *Global Mindset Leadership* model (Javidan & Walker, 2013), which has evolved from the global leader's theoretical model (House *et al.*, 2002). Andersson (2000) describes global leaders as individuals managing entrepreneurial visions. Their model is based on five skills: i) viewing new combinations; ii) willingness to act and develop these new combinations; iii) viewing that acting according to perceptions from others is more important than actions based on their own rationality; iv) convincing others to invest in entrepreneurial projects; and v) having an appropriate notion of time for opportunities. The entrepreneurial theory is used to analyze the company's international behavior.

McCall and Hollenbeck (2002) describe global leaders as talented people who have talent to be developed, should add acquired experiences, aligned with the organization's strategy, and experience should be the catalyst of the process. It is noted that

the model shows that the development of skills directs the global leaders' talents and experiences to efficiency in the organization, which is made possible through experiences.

Harris and Kunherts' (2007) constructivist model is based on the development of the global leaders' skills through levels, being unidirectional and invariable. At the first level, the leader seeks self-understanding and understanding from others and the world. Then the leader goes on to obtain the recognition from the point of view of others. Therefore, they have an understanding through rational independence and the ability to create ties with foreign people for decision-making. In the end, the leader demonstrates a new understanding of the world. For Harris and Kunhert (2007), global leaders should have the following skills: self-knowledge, openness to change, inspiring commitment, creating compelling visions, leading change, nurturing and retaining talents, catalyzing teams and managing performance.

In the global leader proficiency model, developed by Chong (2008), twelve skills necessary for a global leader were set, separated into four dimensions: i) administrative (time management, goal setting and performance standards, work planning and scheduling); ii) communicative (knowing how to listen and organizing thoughts, providing clear information, receiving impartial information); iii) people management (training, monitoring and delegating tasks, assessment of people and performance and discipline and advice); and iv) cognitive (problem identification and solving, decision making and risk assessment, and clear and analytical thinking).

House *et al.* (2002) present a theoretical model based on the global leaders' acceptance and effectiveness. From the global leaders' perception of relevance in a theoretical model, Hitt, Javidan and Steers (2007) have identified the need to examine the issue of constructing global leaders to understand its content. The authors address global leaders from the perspective of individual skills, which combined enable global leaders to succeed in influencing people from different parts of the world and different cultures to work together to achieve organizational goals. These skills are separated into three dimensions (capital), characterizing the global leader's inventory (*Global Mindset Inventory*), which are: i) intellectual capital (strategic knowledge of the organization, value chain and industry, as well as the

complexity involved in the company's operations); ii) social capital (receptiveness to cultural diversity and skills to establish trusting relationships with people from different cultural backgrounds); and iii) psychological capital (openness to challenges, learning based on various stimuli) (Fernandes, 2013).

From the analysis of studies done on global leadership (Andersson, 2000; McCall & Hollenbeck, 2002; Harris & Kunhert, 2007; Chong, 2008; Fernandes, 2013; Bradberry & Greaves, 2012), it is possible to note that the models present the necessary skills, which should be developed to complementarily form a global leader. For this study, the option was for the proposition presented by Javidan and Walker (2013) due to showing in a systematic way the leadership dimensions that should be developed in global leaders.

3. Three dimensions of the global leaders' skills

From the concepts presented on global leaders, it can be seen that their development is directly related to skills, because all of them shall determine the leadership effectiveness and acceptability (Javidan & Walker, 2013). Therefore, it is sought to demonstrate through them the need of the set through the three dimensions (and their skills), as follows: global intellectual capital (global business knowledge, a cosmopolitan look and cognitive judgment); global psychological capital (passion for diversity, search for challenges and self-confidence); global social capital (intercultural empathy, interpersonal impact and diplomacy), as summarized in Table 1.

Javidan and Walker (2013) have organized this development of global leaders in their skills from four steps. The first step is to learn from self-development, reading and observation. The second step is to connect with others, working with different people and learning from their experiences and asking, questioning and debating, forming new relationships, deepening the existing ones and getting criticism and praise. The third step includes the development of skills through experiences, engaging in different cultures activities, or participating in events. And finally the fourth step is characterized by helping others develop their skills through counseling and monitoring, personal and of others, creating information and experiences to individuals and teams in the organization.

Tab. 1
Summary of skills needed for a global leader

Global Intellectual Capital	Global Psychological Capital	Global Social Capital
Global Business Knowledge: ■ Knowledge of general industry; ■ Knowledge of competitiveness in business and marketing strategies internationally; ■ Knowledge of how to proceed and understand risks internationally; ■ Knowledge about suppliers options worldwide.	Passion for Diversity: ■ Enjoying exploring other parts of the world; ■ Enjoying meeting people from other parts of the world; ■ Enjoying living in another country; ■ Enjoying travels.	Passion for Diversity: ■ Ability to work well with people from other parts of the world; ■ Ability to understand non-verbal expressions from people from other cultures; ■ Ability to connect emotionally with people from other cultures; ■ Ability to engage people from different parts of the world to work together.
A cosmopolitan look: ■ Knowledge about cultures worldwide; ■ Knowledge about geography, history and key people from different countries; ■ Knowledge about economy and politics, current concerns and topics of regions in the world; ■ Updated knowledge about important events worldwide.	Search for Challenges: ■ Interest in dealing with challenging situations; ■ Willingness to take risks; ■ Willingness to test the capabilities of others; ■ Enjoying dealing with unpredictable situations.	Interpersonal Impact: ■ Experience in negotiating contracts in other cultures; ■ Networking with people from other cultures and also with key individuals; ■ A reputation as a leader.
Cognitive Insight: ■ Ability to quickly understand complex topics; ■ Analytical and problem-solving ability; ■ Understanding abstract ideas; ■ Synthesis capacity for the explanation of complex issues.	Self-confidence: ■ Being energetic; ■ Having self-confidence; ■ Being comfortable in uncomfortable situations; ■ Being gracious in complicated situations.	Diplomacy: ■ Willingness to start a conversation with strangers; ■ Ability to integrate several different perspectives; ■ Ability to listen to what others have to say; ■ Willingness to cooperate

Source: Adapted from Javidan and Walker (2013).

Javidan and Walker (2013) also argue about the development of dimensions and consequently their skills, exemplifying which ones are more complex to be developed. In this sense, the global intellectual capital is the simplest to be developed, because it holds the knowledge and how an individual absorbs and analyzes information. The development of this dimension stems from reading, listening and observing, which can be developed through self-development. But the biggest challenge is to develop the global psychological capital as it involves the person's experiences and personality.

The essence of the global leader's three dimensions inventory inspires the possibility of developing a global, configurable, scalable and manageable mindset, which shall be planned according to the needs or deliveries expected from an organizational and global context (Fernandes, 2013).

4. Method

This research is classified as descriptive, since this type of research is concerned to observing, recording, analyzing, classifying and interpreting the data and facts without interference from the researcher (Raupp & Beuren, 2008). A research instrument was developed so that respondents could subjectively express their perceptions and understandings and their self-perception of development through objective questions. In line with the objectives proposed, the aim is to interpret the data obtained from the theory presented.

This research has a qualitative approach because, according to Raupp and Beuren (2008), in this approach are conceived further analyses in relation to the phenomenon being studied. The global leaders' opinions clarify, from personal perception, what they believe to be the topic presented and the global leadership development context. The choice of these leaders is justified by their contact with several cultures as leaders, which characterizes them as

global leaders able to respond and express their opinion on the subject matter. And also the accessibility because one of the researchers has been these leaders' student during the first semester of 2014.

The approach used to define the research group of individuals is non-probabilistic due to accessibility. The professionals selected work in both the business world and in academia in South Korea and are classified as respondents (R): R1, R2, R3, R4 and R5. Where:

R1: a professor and director of the International Studies course, American, Ph.D., one of the world's leading experts in North Korea, has worked in a German large company in China, is a lecturer of the Asian Century and the place of South Korea academic field;

R2: a professor and entrepreneur, American, owner of a marketing company in South Korea with works in English called "Haps", working with large customers such as Kakao Talk, lecturer of the Marketing through Borders academic field;

R3: a professor, American, has already worked for companies like Samsung e American Express, lecturer of the Intercultural Management academic field;

R4: a professor, leader of research groups with people from around the world in the area of intercultural/American administration, lecturer of the Strategies for Success in Global Organizations academic field;

R5: a professor, Ph.D., American, lecturer, radio broadcaster and lecturer of the Political and Economic Development in the Global Era academic field.

The survey instrument was developed in English and is a questionnaire structured with three open-ended questions and one closed-ended question based on a theoretical basis. The first open-ended question sought to verify the understanding of the concept of a global leader. The second question, closed-ended, was related to the global leader's skills cited by Javidan and Walker (2003), as mentioned in the *Global Mindset Inventory*. Respondents should assign a score from 1 (most important) to 9 (least important) according to their perceptions, in an orderly scale of relevance. These data were analyzed by the degree of importance assigned. Open-ended questions 3 and 4

identified the respondents' perception on the development of the aforementioned skills and a description of other ones necessary for a global leader. Due to the questionnaire structure, a pretest was not performed because the closed-ended question referred to the classification of items provided for in the theoretical framework and the open-ended questions aimed the respondent's wide opinions.

The questionnaire was sent to the academic global leaders by e-mail in September 2014, being returned completely filled a fortnight later.

The questionnaires were answered in English and translated by the authors of the research. The content of the responses was analyzed using content analysis. According to Bardin (2011), content analysis is a set of data analysis techniques arising from a communication process which aims to get indicators that allow the inference of knowledge related to variables inferred in messages. The technique used in this study was categorizing core elements identified from the literature review previously performed. Categorization is an effective technique for the organization and reduction of data through pooling information on a limited number of categories (Bardin, 2011). In the present study the following categories were used: (1) Understanding the concept about global leaders; (2) Global leaders' skills. These categories were created based on the Bardin's recommendations (2011), isolating elements and then grouping them by observing the following characteristics: (a) mutually exclusive; (b) homogeneity; (c) relevance; (d) objectivity and fidelity; (e) productivity.

Data encryption was performed manually by the researchers, without the aid of a software, through perusing the responses, highlighting excerpts related to the categories with highlighters in different colors, sending the operationalization of the next stage, in which the excerpts marked were grouped into the categories already mentioned.

Below are presented the results of data collection.

5. Analysis and Discussion of Results

The analysis of the results is made from the understanding of the concept of a global leader (or *Global Mindset Leadership*), the analysis of the order of relevance of the global leader's skill, the development of the global leader's skills and the

complementary skills according to the opinion of the global leaders interviewed.

It begins with the respondents' understanding of the concept of a global leader. The respondents offer similar answers by pointing to the need for awareness about the globalized world for the leaders present in organizations. However, some focus the leader's effectiveness for the organization, while others point to a more social nature. R1 states that "the topic seems rather vague, but I think it is the global mindset necessary for a leader", which meets R3's thinking, who points: "The subject matter mentions the person who has the skills to think globally as a leader or manager in an organization."

R2 states that "it is a set of skills that makes a leader be global, being accepted in any cultures or countries." For R4, "The topic idea is that one lives and works in a global economy. This means that one should learn several languages and be aware of the different cultures existing." According to R5, the term refers to "what a leader must have to be effective anywhere in the world, dealing with different cultures and people." It is observed that the respondents' perceptions converge to the concept mentioned by Javidan and Walker (2013), who describe the leader's set of individual skills to influence other people, groups and organizations from cultural systems different from their own as the description of the concept of a global leader. Hitt, Javidan and Steers (2007) determine that a global leader should influence people from different parts of the world to achieve the corporate goals.

Tab. 2
Relevance of skills in the global leaders' view

Respondents	Skills								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
R1	7	3	6	4	8	5	1	9	2
R2	9	6	2	7	3	1	8	4	5
R3	1	4	8	7	9	2	5	3	6
R4	2	3	5	7	8	6	4	9	1
R5	9	7	5	2	8	3	6	4	1

Source: Prepared by the authors based on the survey data.

In Table 2 it is possible to see the scale of importance of each skill, according to the respondents. To do so, all the skills were placed as presented in the theoretical framework: global business knowledge (C1), a cosmopolitan look (C2), cognitive insight (C3), passion for diversity (C4), search for challenges (C5),

self-confidence (C6), intercultural empathy (C7), interpersonal impact (C8) and diplomacy (C9).

Regarding skill C1, global business knowledge, R2 and R5 conclude that, given the others, this one has a low degree of importance, receiving the lowest rating among the nine, while R1 ranked it as the seventh most relevant. Although R4 has ranked it as the second most important and R3 as the first in the rating of the nine. Bradberry and Greaves (2012) point out that that skill must be viewed as a strategically critical resource and that the organization's performance is directly related to it. As for Charan, Drotter and Noel (2011), they show, from studies, that leaders in Spanish companies did not require this skill to strengthen their positions, which relates to the opinions by R1, R2 and R5.

Regarding skill C2, a cosmopolitan look, R1 and R4 conclude that it is the third most important of the nine; R3 classifies it as the fourth most important; R2 ranks it as the sixth most relevant; and R5 as the seventh. For Midler (2011), the management of multicultural knowledge within organizations through a cosmopolitan look proves to be crucial to cultivating and maintaining long-term relationships in the international market, as pointed out by R1, R3 and R4. Several projects end up not being successful nor adding knowledge which, according to Thomas and Inkson (2009), relates directly to ethnocentrism, being characterized from the responses by R2 and R5.

Regarding skill C3, cognitive insight, R2 classifies it as essential, being the second most important according to their view. As for R4 and R5, they see it as the fifth most important for global leaders, similar to what is pointed out by R1, rating it as the sixth most relevant. R3 perceives it only as the eighth most relevant. R1, R4 and R5 see it as having an average relevance. Executives' cognitive insight draws attention in the management environment, which may characterize the minor importance given to the issue against other skills, as stressed also by R2, classifying it as having low relevance when compared to the others.

Regarding skill C4, passion for diversity, R5 rated it the second most relevant. R1 rates it the fourth most important. R2, R3 and R4 rank it as the seventh among the nine skills needed for the global leader. R1 and R5 value more the pleasure of exploring other parts of the world and the satisfaction in meeting people from different parts of the world because, according to Javidan and Walker (2013), this is what

this skill is all about. As for R2, R3 and R4, they think in a similar way regarding what is pointed out by Pinto, Cardoso and Werther (2012), who state that leaders care little about issues of adaptation and satisfaction, as they have other goals as priorities.

Regarding skill C5, search for challenges, R2 rates it as the third most relevant for the global leader. R1, R4 and R5 hated it as the eighth most important for the global leadership and R3 ranked it as the least important of the nine ones needed for global leaders, according to Javidan and Walker (2013).

Regarding skill C6, self-confidence, R2 rated it as the most important among the nine ones presented. R3 rates it as the second most relevant. And R5 as the third most important. R1 and R4 assigned an average ranking to this skill, placing it as fifth and sixth most relevant, respectively. R2, R3 and R5 allude to a global leader who articulates an ideal goal or a greater purpose to focus on and should have sufficient energy to achieve them. This energy, according to Javidan and Walker (2013), comes from self-confidence itself. As for respondents R1 and R4, their perspectives are similar only regarding Javidan and Walker (2013), who state that a global leader must have at least reasonable confidence in people and in them to be effective and accepted.

Regarding skill C7, intercultural empathy, R1 ranked it as the most important among the nine ones presented. R3, R4 and R5 rated it as fourth, fifth and sixth most relevant, respectively. R2 rated it as the eighth most important. R2 places this skill as even less important, not believing that the connection with different people and cultures as denoted by Javidan and Walker (2013) is of paramount importance in view of other skills, attitudes and behaviors that global leaders need, according to other authors.

Regarding skill C8, interpersonal impact, R3 rated it as the third most important among the nine ones present in this research. R2 and R5 rate it as the fourth most relevant. R1 and R4 place it as the less important among the ones presented by Javidan and Walker (2013). R3 states, in agreement with Javidan and Walker (2013), that a global leader must have experience in negotiations and contracts with different cultures and a good network of contacts. R2 and R5 understand that their reputation shall impact several benefits in their organizations. R1 and R4 denote that they think that, among the nine skills presented, measuring how others see them comes from them being a role model and their perception of development, that is, their reputation as leaders, according to Javidan and Walker (2013).

Regarding skill C9, diplomacy, R4 and R5 rate it as the most important among the nine ones addressed by Javidan and Walker (2013). R1 rated it as the second most relevant. R2 and R3 rated this skill as the fifth and sixth most important for a global leader, respectively. R4, R5 and R1 show greater admiration for the willingness and ease in starting a conversation with a stranger, the ability to integrate several perspectives, the willingness to listen to what others have to say and these global leaders' will to cooperate. R2 and R3, in view of the nine skills, also

Tab. 3

Skills development of the Global Intellectual Capital aspect

Skill	Actions
Global Business Knowledge	R1: working in several countries; R2: education and experience; R3: direct experience in international transactions; R4: learning through publications, books and courses; R5: reading and questions
Global Business Knowledge	R1: foreign languages and travels; R2: education and experience; R3: international travels and business; R4: understanding that there is no better country and that there is a global economy, which shall become more interconnected as time goes by; R5: reading and questions.
A Cosmopolitan Look	R1: academic reading; R2: education and experience; R3: it cannot be developed, people are born with such skill; R4: reading, writing, playing complex games, discussing important problems with other people, lecturing or teaching; R5: studying about everything, especially mathematics, science and philosophy.

Source: Prepared by the authors based on the survey data.

Tab. 4
Skills development of the Global Psychological Capital aspect

Competência	Ações
Passion for Diversity	R1: traveling; R2: education and experience; R3: exposure to other cultures; however, it depends on the person's personality; R4: learning other languages, cultures and history; R5: traveling (when young).
Search for Challenges	R1: reading and travels: R2: education and experience; R3: this cannot be developed, as it depends on the person's personality; R4: traveling the world, practicing new sports or activities, facing their fears; R5: the person is born with that, it cannot be developed.
Self-confidence	R1: accomplishing tasks, reaching goals; R2: education and experience; R3: success feeds self-confidence, but it is also dependent on the personality; R4: becoming an expert in something, getting to know the personal strengths and weaknesses, doing measurable things. Allowing time and/or money to a cause, treating others with respect and dignity to feel better about themselves; R5: gaining knowledge and being more intelligent than other people.

Source: Prepared by the authors based on the survey data.

value, but to a lesser extent, the assumption that others have good ideas and that the diversity of views and perspectives provides to people more creativity in problem solving.

It appears that there is no unanimity in relation to the perception of the skills degree of importance. This result contributes at least with two propositions. The first one concerns the need to develop all the skills without privileging only one. The second one may be related to the situation experienced by each respondent and hence the skill necessary to manage this situation, which could cause it to be chosen as the most important at the time. However, it was realized that the diplomacy and self-confidence skills are the most important ones in the respondents' opinion and, on the other hand, the search for challenges and interpersonal impact are the least important ones.

Table 3 presents the global leaders' perception in relation to the potential development of global intellectual capital skills demonstrated by Javidan and Walker (2013).

Table 3 shows that for the skill "global business knowledge," respondents had answers similar to those pointed out by Javidan and Walker (2013), who state that this skill can be developed through: reading global companies' books, articles and publications, learning global management models, contacting people with different perspectives, exchanging experience among them and the search for information from global level industries.

For "a cosmopolitan look," respondents also had responses subjectively similar to the theory presented since, according to Javidan and Walker (2013), this skill can be developed through reading world news, exchanging experiences, learning about historical facts and religion of a region, participating in international projects, and awareness about the different cultural perspectives from around the world. According to Harris and Kunhert (2007), the transmission of knowledge and the effective execution of processes propose viewing divergent perspectives which together create an integrated and innovative environment.

For "cognitive insight," R1, R2, R4 and R5 have opinions similar to the ones in the theory whereas, according to Javidan and Walker (2013), this skill can be developed through reading, different views about complex concepts, courses, summaries of complex concepts, studies of mathematics and philosophy. Thomas and Inkson (2009) also state that leaders must know how to identify opportunities, develop ideas and implement changes, assessing scenarios, as well as organizing, interpreting and analyzing data and information provided. However, R3 states that this skill cannot be developed, which is not similar to the theory, because, according to Javidan and Walker (2013), that one can be worked on according to the time, placing the leader before several perspectives.

The development of global psychological capital skills in the respondents' perception is presented in Table 4.

Table 4 shows that for "passion for diversity" respondents had answers similar to what is pointed out by authors Javidan and Walker (2013), as they state that this skill can be developed if leaders watch videos and movies from other cultures, travel and explore elsewhere in the world or their own region, are available to read foreign literature books and learn other languages and cultures. Part of what R3 says when stating that "it depends on the personality" is not related to the theory, as the

to, continuous exchange of experiences in order to promote knowledge, observing people who are self-confident and learning about themselves and controlling inner thoughts, all result in the enhancement of self-confidence. R3 states that skill is an integral part of the personality, which also resembles the proposition by Javidan and Walker (2013), as these suggest that it refers to a physical sensation interpreted in the light of experience, that is, this skill is related to how leaders know their skills.

Tab. 5
Skills development of the Global Social Capital aspect

Competência	Ações
Intercultural Empathy	R1: reading novels by foreign authors; R2: education and experience; R3: people are born with the skill of empathy to a greater or lesser extent; exposure to different cultures helps develop it; R4: understanding that people shall be people, no matter where they live, and learning about new languages and cultures; R5: traveling and interacting with different people.
Interpersonal Impact	R1: meeting people regularly; R2: education and experience; R3: people are born with this skill to a greater or lesser extent; R4: making speeches or teaching, and reading books about how to have a strong presence; R5: being placed in a position of leadership to develop it.
Diplomacy	R1: practicing self-criticism after interactions with other people; R2: education and experience; R3: part of this skill may be taught, another one comes through experience, and another one is an aspect of the person's personality; R4: reading about diplomacy, dealing with stress and bad decisions from other people and how to overcome other people's mistakes. It does not matter if the person is bright or has the best ideas; without diplomacy, they shall fail; R5: listening to other people and be willing to help and understand them.

Source: Prepared by the authors based on the survey data.

authors' state that this skill can indeed be developed, and without age limitation, also opposing part of R5's claim.

Regarding the skill "search for challenges," R1, R2 and R4 have answers that are similar to the ones proposed by Javidan and Walker (2013), who state that this skill can be developed if one faces adverse situations, develops the feeling of comfort in view of challenges, learns from mistakes and successes, exchanges experiences and reads self-help books. R3 and R5 claim that this skill cannot be developed because it is an integral part of a person's personality, which clashes with the theory presented.

For "self-confidence," the information obtained from the respondents resembles the theory presented by Javidan and Walker (2013), since they show that: different people have different ideas as to what is considered reliable, the improvement in something one likes in order to become an expert, accomplishing the tasks that a leader is determined

Table 5 presents what the respondents believe that is possible, i.e., the development of global social capital skills.

Table 5 shows that for "intercultural empathy" the respondents had answers similar to what is pointed out by Javidan and Walker (2013), since these believe that this skill can be developed through exposure to different cultures and people, as well as interaction with them in order to understand their beliefs and respect their principles. Learning about the use of non-verbal expressions also assists in the development of this skill, as well as multicultural activities that connect people emotionally.

For "interpersonal impact," R3 again observes that people are born with it, to a greater or lesser extent, i.e., it cannot be developed, although Hofstede, Jonker and Verwaart (2010) believe that the interpersonal impact shall depend on the leadership adaptation, and it can be improved. R1, R2, R4 and R5 have opinions that are similar to the

theory presented by Javidan and Walker (2013), because these authors believe that this skill can be developed through experience and learning, practice in international negotiations, enhancing the network of contacts with other people and companies, the perception of one's own reputation from self-knowledge and awareness of other people, and by improving all this.

For "diplomacy" the respondents' answers are similar to the opinion by authors Javidan and Walker (2013), who point out that it can be developed through starting conversations with different people or strangers, learning and experience on how to make good presentations, listening to what others have to say, understanding the differences among their own perspectives and those of others, and how they are complemented or may propose better solutions, being open to learning what others can provide.

The respondents were also asked about skills that may complement the studies by Javidan and Walker (2013). They were asked whether, from their perception, there is some skill that they deem complementary to the authors' studies, who present nine skills. To do so, they were asked which skills they believe have not been considered in the survey so far.

R1 mentioned that a global leader needs to know foreign languages to be efficient and accepted in any country or culture, i.e., to have the skill to quickly master or already have knowledge about foreign languages. R2 states that a global leader should have the skill of quickly adapting. However, this had already been expressed by the authors as a skill belonging to the "interpersonal impact" skill for, according to Hofstede, Jonker and Verwaart (2010), in order to seek in practice theoretical models in multicultural negotiations, global leaders must demonstrate cultural adaptation in their behavior. R3 points out that global leaders, besides the skills presented by Javidan and Walker (2013), should have good communication skills. R4 states that global leaders need honesty, integrity, humility and compassion. Even authors Javidan and Walker (2013), when stating that leaders must have faith or believe that someone shall act in a correct, appropriate or effective manner according to the expectations of the people belonging to that environment, the theory does not explicitly indicate that a leader must have these characteristics when dealing with others.

R5 has refrained from listing any additional skill found relevant due to believing that there are no others to be presented. Therefore, it is shown that in the respondents' perception, a global leader developing the nine skills listed by Javidan and Walker (2013) is fully prepared for international work or functions in the leadership role.

6. Final Considerations

The general objective of the study was the analysis of the relevance of skills development in the intellectual, psychological and social aspects for the global leaders, according to their perceptions. The theory showed that in view of globalization a global leader is too necessary for the professional environment, which is also the respondent leaders' opinion, who state that such leadership channels the organization's success across borders and when interacting with cultures having divergent characteristics and thoughts.

When ranking the most relevant skills for a global leader in general were pointed out first diplomacy and then confidence. As for the less relevant ones to a global leader's development process, they were first the search for challenges and then interpersonal impact.

Identifying how these skills can be developed in the respondents' opinion was also sought, which ended up being close to what the theory presented. While the theory covers a set of development of knowledge, skills and attitudes, the respondents briefly addressed the majority of this set in all skills presented, although one of them has stated that some of them cannot be developed, which is not a view shared by the other respondents nor by the theory presented or the researcher either.

The respondent global leaders were also asked if they believe that they have skills that were not mentioned by authors Javidan and Walker (2013), which would also be required for efficient global leaders in any cultures. However, three respondents mentioned examples of attitudes and skills that were already part of the ones identified by the authors while one of the respondents refrained from answering. In contrast, one of the respondents mentions the knowledge of foreign languages as a skill that is complementary to the study by Javidan and Walker (2013). This is not explicitly stated in any of the other skills addressed by the authors, and may be, from the set of knowledge, skills and attitudes, a new skill to be analyzed.

The leaders also presented their perception on the influence of the culture in personal and professional environments so that they reached the last specific objective, which brought practical cases of high relevance to global organizations, as well as divergent views that the culture has high relevance, as one respondent ranks it as secondary, and work execution is a priority in the professional and academic environments. This actually denotes the excessive relevance to culture because even if they belong to the same nation and are under the influence of similar cultures, people tend to think and act in different ways. The need for a global leader to be adaptable not only to countries, regions, and businesses, but also to individuals is even more characterized.

From what was determined by the objective, understandings of the concept by global leaders have been analyzed, as well as their self-perception on the development of these skills presented by Javidan and Walker (2013) as necessary to any global leaders. Furthermore, in these leaders' opinion, which the order of importance of these skills was and how they can be developed were verified.

Regarding the issue raised for this research, it was identified that globalization and different cultures in different countries and regions around the world give indeed to enterprises an increasingly uncertain and multicultural environment in which one works with people from any parts of the globe. Thus, the relevance of global leaders' skills development in the intellectual, psychological and social aspects to the world and the organizations is very present, since the adaptation from this development is what will ensure the company's efficiency in international or local contexts and the global leaders' acceptability by their team in any environment.

The topic of this research was global leaders. It focused the verification of who they are and what make them up, as well as their relevance to the global market in which the world is. Therefore, global leaders of the United States residing in South Korea answered to a research document. They have already worked or continue to work as global leaders, as they were and are in touch with people from all over the world, which is culturally different from the site where they live today.

The study also examined how relevant to the business world and academia (as environments educating future leaders for organizations) the global leaders' mindset is. Globalization has provided the market with the integration of different cultures in the same environment in which it is required from leaders of any organizations that they have the awareness and skills necessary to work in. This is strongly sought by companies from various sectors in order to explore new markets due to domestic saturation or low-value of labor and/or greater specialization, among other reasons. Its relevance is established by several leaders of the world market, demonstrating that the companies' internal leadership today is the channeler of the company's idea and culture. It is therefore in these global leaders the challenge of integrating multiculturalism in search of optimization and efficiency of their groups. One lives today in an interconnected world where events in any place shall affect local businesses, which demonstrates the importance of the issue, for the organization's survival and consolidation may reside in it in the global and local levels.

In conclusion, even though they are or live in the same country, people are different. Even being from equal organizations, they act differently. This characterizes the people's differentiations in their way of thinking and acting, thus demonstrating the need for mechanisms to ease this action of viewing other people's legitimacy notions. Thus, a global leader's characterization is subject to skills that help them learn about these cultures, understand even abstract ideas that they have, accept that people and places are different and seek mutual understanding from all parties in search of optimization.

The main limitation of this study is related to the respondents' quantity and profile. They are from the same country of origin and work in the same geographic region, but they have worked in different places and experienced many cultural shocks. This low number makes it impossible to generalize the data. However, these leaders are active in the academia, have already played leading roles in multinational organizations and teach global academic fields on a course of international studies in which there is the presence of exchange students from all over the world.

The application of this research in the business sector, i.e., a case study aiming to expand global leaders' skills is suggested. Additionally, outlining the research considering other cultures, leading to comparative studies to identify differences and

similarities is suggested. For this, one should apply the questions and study the degree of skills development in each of the global leaders and then apply the methods of their development according to the convergence of perceptions between the theory and the respondents.

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O desenvolvimento das competências de líderes globais: Uma abordagem baseada nos estudos de *global mindset leadership*

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RESUMO

A necessidade de líderes globais é um tema discutido nas organizações. O *Global Mindset Leadership* é um manual de desenvolvimento de competências do líder global que deve ser capaz de transcender as barreiras nacionais e empresariais para integrar diversas perspectivas e pessoas e de se adaptar a quaisquer ambientes. Estar ciente das evoluções que ocorrem no mercado é tarefa dos líderes, que devem se adaptar e compreender diferentes sistemas culturais. O objetivo desta pesquisa é analisar a percepção do desenvolvimento das competências dos líderes globais, na dimensão intelectual, psicológica e social, a partir de profissionais que atuam tanto no ambiente acadêmico quanto empresarial. Classifica-se essa pesquisa como pesquisa de campo, descritiva e com abordagem qualitativa. A principal contribuição dessa pesquisa foi compreender que os líderes globais são identificados através de competências que os fazem ser mutáveis, ou seja, com alto grau de adaptação a novos contextos e pessoas. A partir de uma visão de líderes globais atuantes em uma universidade na Coréia do Sul, foi possível caracterizar, tanto sob a perspectiva acadêmica como organizacional o perfil desejado de um líder global.