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Exploring Facilitating Factors in the Development of Global Leaders

Cristina Collins
Graduate Student, Carlos Albizu University, US State
Dr. Toni Didona
Professor, Carlos Albizu University, US State

Abstract:
A high degree of interconnectedness has resulted as a direct effect of technological advancements, information sharing and knowledge creation. In turn the creation of a globalized economy that is borderless, highly dynamic within a multicultural context has emerged. To this effect, the development of successful globalized leaders who are not only culturally competent but are also able to lead international sales efforts for multi-national corporations are in high demand. This paper is aimed to investigate facilitating factors which facilitate and mediate the development of successful global leaders. An extensive review of global leadership literature is provided with a comprehensive overview of acculturation within a multicultural perspective. The conceptual complexities of the theoretical and empirical work of The Global Leadership and Organizational Behavior Effectiveness (GLOBE) project in relation to global leadership traits is integrated with the ideological complexities of acculturation to create a framework used to examine mediating factors of the development of successful globalized leaders. Methodology used in this study was a snowball sampling method administered via the internet. Participants were given a survey with collected self-reported data. Respondents included 156 participants with a total of 75 women and 81 men. Results of the study showed a statistically significant difference in acculturation level in participants who had overseas managerial experience. It appears that overseas managers have an integrated acculturational level. Results of the study also revealed that professional employees have higher levels of global leadership traits that non-professional employees.

Keywords: Acculturation, global leadership, project GLOBE, multicultural leadership, multi-national corporations

1. Introduction

Over the past few decades, the world has seen rapid and continuous change which has resulted in increased globalization and immense diversification within industries of commerce. In 2006 "multinational corporations produced foreign sales that exceeded $7 trillion" (Javidan et al., 2006), and were growing up to 30 percent faster than their sales of exports (Hanges et al., 2005). Moreover, in that same year, 85 percent of Fortune 500 companies reported a shortage of global managers with the ability and capacity to lead sales efforts on a multinational level (House et al., 2006).In turn, researchers set out on a quest to better understand the complexity of the current marketplace. In recent years, scholars have fine-tuned and implemented methodological conceptual frameworks which measure different levels of cultural leadership style(e.g., House et al., 2001; Bourhis & El-Geledi, 2010; Cater el al., 2013; Javidan et al., 2006; Hanges et al., 2005) seen around the world. However, much controversy exists within the scientific community and whether the reported findings are valid and reliable (Peterson & Castro, 2006). However, individual levels of cultural leadership style do not account for the individual styles of expatriation that occur when an individual immerses themselves abroad to lead teams in various countries (acculturation).

The Global Leadership and Organizational Behavior Effectiveness (GLOBE) project is a landmark study that measures individual levels of cultural global leadership attributes (e.g., House et al., 2001; Bourhis & El-Geledi, 2010; Cater el al., 2013; Javidan et al., 2006; Hanges et al., 2005). With the fabric of commerce equating multinational globalization to profit maximization, it is necessary to fully understand the cross-cultural values and leadership styles that perpetuate the global economy. Investigative modalities were employed on the ideological complexities of project GLOBE in relation to the concept of Acculturation (Sue, 2008). An overarching question in the study was: "Is there even a relationship between acculturation in the context of global leadership?" And if so, can acculturation aid in the development of globalized leaders for these multi-national companies that so desperately need them?

Before delving into the research, an overview of each methodological ideology must first be explained. It is important to note that cross-cultural ideological complexities are present in both the industrial and organizational field of psychology (House et al., 2001) as well as the cross cultural field of psychology (Sue, 2008). However, because the two sub disciplines follow different theorist with dissimilar emphasis within their work, they have yet to fully integrate. Thus, these cross-cultural theoretical complexities lack the potential to serve one another in a complementary manner. Though blending the cross-cultural theoretical frameworks of individual acculturation with the cross-cultural leadership styles and values which are seen to exist on a global level, CEOs and operational executives can apply this new found knowledge and select globalized leaders with the highest success rates. These leaders will be able

to perceive their own process of acculturation, understand the interdependent interactions within any environment and be able to integrate successful leadership strategies in order to meet the demands of world commerce.

The first perspective that will be expounded is one of cross cultural psychologists. Acculturation is a term used by cross-cultural psychologists and has been adopted by scholars to describe the," fundamental process of bidirectional change that occurs when two ethno cultural groups come into sustained contact with each other" (Bourhis, & El-Geledi, 2010). The concept of acculturation provides a spectrum which describes the process of individual identity development through transformation that occurs when an individual leaves their country of origin to reside in a different country (Phinney, 2003). It is a multi-dimensional and multi-faceted perspective that is culturally competent and recognizes individual attributes that may stem from many different experiences of an individual. It is also a term that embodies several ways in which an individual experiences the interdependent interaction with the new culture that dominates their new country of residence. The cross cultural dimensions that are recognized by cross-cultural psychologist are: "shared values, beliefs, history, customs practices found in their country of origin (ethnic/familial heritage), socioeconomic status of individual, education, gender, sexual orientation affect, age, religion/spirituality," (Phinney, 2003).

> Two ways in which the process of acculturation can take place for an individual can be described as (Phinney, 2003):
> - Integration: occurs when individuals are able to adopt the cultural norms of the dominant or host culture
> while maintaining their culture of origin. Integration leads to, and is often synonymous with biculturalism.
> - Assimilation: occurs when individuals adopt the cultural norms of a dominant or host culture, over their
> original culture.

These two levels of acculturation are important to understand because they have a direct effect on how individuals adapt, their flexibility as well as their ability to immerse themselves and thrive in another country.

The second perspective that was used to create the framework for this study was global leadership traits that were found through the work of project GLOBE. According to Dr. Robert House (2001) and his team of investigators from Project GLOBE, universal leadership traits are exhibited through several dimensions. These dimensions are dependent on one's cultural values.

Thislarge international project that was conceived at the University of Pennsylvania by Robert House and was inspired by the cultural value study of Hofstede that took place in 1980. The GLOBE project involves the collaboration of over 200 researchers and data compiled from over 17,000 managers from 62 cultures (Ivancevich et al., 2011, p. 38-40). It is a multi-phase and multi-method approach to understanding cross-cultural leadership styles (House et al., 2001).

To measure leadership style, the instrument used was a self-report questionnaire that encompassed six global leadership dimensions (House et al., 2001):

i. Charismatic/Value-based Leadership: A leader inspires, motivates and expects high performance from others on the basis of firmly held core values.
ii. Team-oriented Leadership: A leader emphasizes effective team building and implementation of a common goal among team members.
iii. Participative Leadership: A leader involves subordinates in making and implementing decisions.
iv. Humane-oriented Leadership: A leader encourages and rewards individuals for being fair, altruistic, friendly, generous, caring and kind to others. He/she is supportive, considerate, compassionate and generous.
v. Autonomous Leadership: A leader chooses an independent and individualistic leadership approach.
vi. Self-protective Leadership: A leader focuses on ensuring individual safety and security. He/she is self-centred, status-conscious, procedural and conflict inducing.

However, although House provided clear operational definitions for each cultural and leadership dimension (Dorfman et al., 2012), there has been debate on whether the GLOBE project provides accurate findings which are truly representative of the cross cultural leadership styles seen within a nation or if it over generalizes a people (Minkov & Blegoev, 2012) through aggregating individual results and applying them to entire countries (Peterson & Castro, 2006). To this effect, individual levels of acculturation can be applied to aid in ensuring an accurate and representative view of leadership style in relation to cultural value.

In an article that appeared in the *Asia Pacific Business Review* titled, "What do Project GLOBE's cultural dimensions reflect? An empirical Perspective," (2012) authors Minkov and Blegoevargue that the GLOBE project questionnaire uses a "should be" approach that illicit implicit stereotypes that result in the "respondent's descriptions of their fellow citizens (as) actually nothing but national character stereotypes," (Minkov & Blegoey, 2012). Moreover, the authors argue that national clusters were found to elicit completely different values that were contingent upon various cultural variables of an individual. For example, in South Africa, white and black respondents were asked to rate the importance of cultural values for different individuals, some results were completely wrong. This cross-sectional examination of data between these two bands found within a nation argues that the GLOBE project fails to recognize the variation of cultural values found in diversified clusters residing within the same nation. For countries such as South Africa, the cultural clusters within a nation can create various data which implies a need for methodology that is valid, reliable and account for cross-cultural differences within a country.

Moreover, in an article entitled, "Measurement metrics at aggregate levels of analysis: Implications for organization culture research and the GLOBE project," (2006) that appeared in *The Leadership Quarterly* journal, authors Peterson and Castro also argue that the findings reported by project GLOBE were unreliable and invalid. They described the way in which House et al. (2001) used individual scales to aggregate measures from individual reports of small sample sizes and were therefore deemed as unreliable when appropriating the measures to organizational, societal and national levels. The authors then argue that the scales used to aggregate the data should have been created in a way that accounted for various measures that were seen in individuals and then applied to

organizational, societal and national levels (Peterson & Castro, 2006). However, in 2012, House and his team of cross cultural investigators defended the GLOBE Project and explicate the controversy that had ensued (Dorfman et al.).

In an article that appeared in the *Journal of World Business* titled, *"GLOBE: A twenty-year journey into the intriguing world of culture and leadership,"* authors Dorfman et al., (2012) describe GLOBE Project from the perspective of House himself. The starts out with a detailed description that described the specific methodology and design used in developing the questionnaire that was implemented to measure individual scores. The questions were pooled and administered to the co-investigators through a blind Q sorting model. Then, the items were assessed for psychometric properties and were translated (and back translated) by the co-investigators in order to ensure face validity with respect to their intended theoretical appropriated categories (dimensions). The questionnaire was then administered to individuals of 32 countries who had some working experience (but not necessarily managerial). Each sample size for each country required 15-30 participants and worked within at least two of the following industries: food processing, financial services, and telecommunications services (Dorfman et al., 2012).

Then the authors explore the method used to aggregate individual scores of participants to a single measure that was placed on the unidimensional continuum to represent an entire country. First, the "mean item response for each country was used as input to factor and reliability analyses" (House et al., 2001). Then the scores were aggregated to a mean level within each country to finally undergo the last step of computation of psychometric analyses. This process was performed with the intent to minimize outliers and between-country differences in response scores. According to Dorfman et al., this manner of analysis also served to present an overall data set with "high within country respondent agreement, good internal item reliability, and scalability," (2012).

Subsequently, the authors responded to the claim made by scholars Peterson & Castro (2006). They argued that the measures reported on the unidimensional continuum accurately represent national levels of cultural value and leadership style because of the clear and operational model that was used to develop the measurement instrument. This operational model was founded through established anthropological and economic ideologies that explain the relationship between individuals, societal culture and the effectiveness of leadership. Thus, the authors justify their methodology through their survey that elicits a quantifiable score that is able to convey the societal and organizational perspective of an individual (Dorfman, et al. 2012). It is evident that there are some areas of concern with the methodology and usefulness of the information brought about by project globe. We will now address this issue and explore the study that has been spawned through the current existence proof.

However, blending the two theoretical frameworks of project GLOBE and the acculturative concept of cross-cultural psychology, we must first establish a premise in which these ideologies could co-exist. This anthropological and societally based premise is that, "environments set acceptable cultural norm which are expected to be followed by acting leader," (House et al., 2001). Thus, intranational subcultures should exhibit variations in leadership style and cross cultural influences based on acculturative levels.For example, if an American company with the majority of the top level managers are American, they will possess leadership styles and cultural values that are closely related to the dominant American culture in which they reside. The cultural norm of the environment is completely congruent with the acting leaders. To further this notion, we can also explain this phenomenon in a context that is closely related to the rich cross cultural contexts many multinational organizations possess.

For example, if a large scale corporation such as Google has corporate headquarters based in Silicon Valley in California, it can be assumed that the leadership styles of mangers will be found to have levels that are representative of the national American score that is found on the unidimensional continuum founded by the GLOBE project. (House et al., 2001). However, because Google has high levels of globalization and diversification (both within the company and within geographic proximity), the overarching organizational autonomy of the company is heavily influenced by the cross-cultural individual influences carried by managers who possess cultural attributional values which deviate from the national mean score found on the unidimensional continuum of project GLOBE.

Furthermore, if an expatriate of India is hired by Google as a manager, they will undoubtedly transition into the dynamic of the organization with their own individual levels of cultural value and leadership style that is closer to the national scores of their country of origin. Over time, the dominant culture of the nation as well as the prescribed organizational autonomy of Google will interdependently interact with the individual and will ultimately begin to influence and alter the customs, values and beliefs of the expatriate. Ultimately, through the process of acculturation, the expatriate will eventually assimilate or integrate into their new company, adopt their new society and may even become bicultural in their newly developed identity. Thus, the levels of cross-cultural influence as well as leadership style of the Indian manager is contingent upon the individual process of acculturation which acts upon him as well as his environment (Bourhis & El-Geledi, 2010).

Another example of cross cultural variations of leadership style can be seen in an article that appeared in the *Academy of Management Perspectives* titled, "In the Eye of the Beholder GLOBE," (2006). Authors Javidan et al. expound a hypothetical scenario in which an American expatriate corporate executive of a multinational company delves into the task of leading employees in five different countries. These countries were listed as America, Brazil, Egypt, France and China. The authors describe the way in which the American expatriate would interdependently interact with the employees of each country, learn their cultural values and integrate themselves to understand their employees in order to effectively lead. This is done through the understanding of the *Implicit Leadership Theory* (ILT) shared by individuals of a culture and strategically integrating styles of leadership that is through to be expected. The ILT is when (House et al., 2001):

> ➤ …individuals hold a set of beliefs about the kinds of attributes, personality, characteristics, skills, and behaviors that contribute to or impede outstanding leadership. (They are) …referred to as prototypes, cognitive categories, mental models and schemas (that are assumed to) … affect the extent to which an individual accepts and responds to others as leaders.

The authors then extend the ILT to the influence of culture and terms the culture specific ILT as cultural leadership theory or CLT.

Through application of CLT Javidan et al. (2006) then provide contextual examples for the reader to gain a better sense on how the American expatriate might experience his/her interdependent interactions with his/her employees of the four culturally distinct countries. The authors close with suggestions that they claim will support the successful development of globalized leaders that are able to integrate themselves into nations around the world. They emphasis the importance in socialization with the sharing of one cultural values of one another and accepting not only the differences between their two cultures but also the similarities.

In this hypothetical scenario, the process of acculturation is exhibited as the American expatriate adapts and learns the values, customs and beliefs of the people whom he/she is tasked to lead.

To further this notion, in an article the appeared in *The International Journal of Intercultural Relations* (2008) titled, "Globalization and acculturation," author J. Berry explains the cultural and psychological changes that occur when groups of different cultural backgrounds and their individual members interact with one another. Berry describes the process of acculturation and globalization as having more change among non-dominant people. Berry claims an eventual "loss of distinctive cultural and behavioral features of the non-dominant (individual) leads to…absorption into a homogeneous society that resembles the original dominant group. Berry describes the "long-term outcome is believed to be one rather homogeneous global society, sharing beliefs, values, consumer preferences and social structures," (2008). In the diversification of multinational organizations, the "non-dominant" individual is the globalized leader who is selected and implemented to lead teams around the world. However, since the employees of the organization are heavily influenced by their CLT, the political dominance and legitimate power (Ivenchevich et al, 2011, pg. 345) held by the globalized leader will counteract against potential absorption of the expatriate into the dominant society and will result in a more collaborative appreciation of cultural values and leadership style.

An example of this can be seen in a documentary titled, "The Alibaba Story - Crocodile in the Yangtze," (2012) where Porter Erisman, an American VP of Alibaba is sent on assignment to Beijing, China in order to expand territory and eventually transition corporate headquarters to Silicon Valley, CA. He is accepted and cherished by the employees because of his position with the company. He is socialized into the new culture through enjoying the entertainment, food, and traditions that are presented to him upon his arrival. Porter then begins to learn the values, beliefs and customs of his Beijing team. He adopts their lifestyle through complete immersion and embraces his new found home. He then utilizes his new understanding of the dominant culture and implements a strategic leadership strategy that will promote success for himself, his team and ultimately the corporation. Because China possesses high levels of collectivism and high levels of collectivism and high levels of power distance, the American VP is able match his own cultural level of assertiveness and future orientation with a personal leadership style that is specific to his current team (Erisman, 2012).

From a cross-cultural practitioner perspective, individual levels of acculturation and the diversity of an organization directly influence cross-cultural leadership styles exhibited by globalized leaders and can account for the variation in cultural leadership style and cultural value seen in societies, countries, organizations and (most importantly) within individuals. Implication and application of this new methodological empirical understanding of globalized leadership behavior can be seen across a multitude of industrial and organizational settings. This new perspective can provide understanding to the ways in which an expatriate leader exhibits their distinct style of leadership, their individual understanding of self-processing, insight to various global contexts and how interdependent interactions impact levels of cultural value and leadership styles across a macro and micro spectrum.

2. Method

2.1. Participants

An online questionnaire was created through combining questions that were found on the surveys from Project GLOBE and the Acculturation, Habits and Interests Multicultural Scale published by Unger, (2001). The questions were then taken and indexes were created. The indexes included measures for, Acculturation, Global Leadership Traits and Cultural Value. Demographic information was also included on the questionnaire. The sample population surveyed included a total N=156 and were adults who were 18 and older and who have working experience. The sample of interest included those of different cultural backgrounds.

A snowball sampling method was utilized and participants were recruited via email and social media and directed to a survey which gathered self-reported data. Out of the 156 participants in the survey, there were 75 women and 81 men. The average age for men was 43.69 while and average age for women was 41.43. Ages ranged from 20-83 for both sexes. A total of 70% of all participants self-identified as White/Caucasian (110 of 156). At the time of the study, all participants were residing in the US. Birth countries included the UK, Pakistan, China, Portugal, India, Hungary, Canada, Mexico, Germany, Philippines and Argentina.
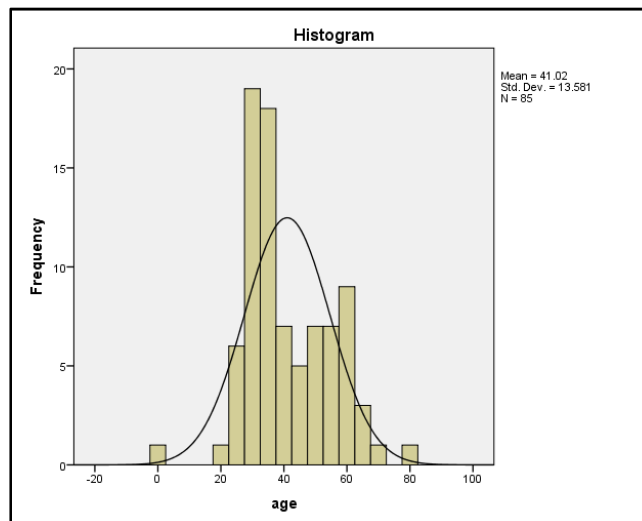
Figure 1

The histogram above shows the average age of the "professional" employee as 41.02 years old.

Professional employees made up 56.67% of the entire sample. For statistical purposes this group included all who self-identified as "Professional" "Managerial" "Executive" whereas non-professionals included those who self-identified as "entry-level" "self-employed" and "retired."

2.2. Instrumentation

The scale for acculturation was created through a nominal categorical index of questions which asked the participant their personal views on culture and how they identified themselves. Acculturation:

Two ways in which the process of acculturation can take place for an individual can be described as (Phinney, 2003):

- Integration: occurs when individuals are able to adopt the cultural norms of the dominant or host culture while maintaining their culture of origin. Integration leads to, and is often synonymous with biculturalism.
- Assimilation: - Assimilation: occurs when individuals adopt the cultural norms of a dominant or host culture, over their original culture.

A sample questions was

"The people I fit in with best are from…"
   a.   The United States
   b.   The Country my family is from
   c.   Both
   d.   Other (please specify)

The scores were then broken down into categories of acculturation. If the participant indicated "Both" for this question, the adjacent level of assimilation would be Integration. After each individual identified their level of acculturation through answering a panel pf questions on the acculturation index, a modal value was used to determine their overall individual level of acculturation.

This Leadership Style Scale was an index compiled of continuous measures (Likert Scales) which asked the participant to identify their self-perspective and how they view themselves as a leader. The scores were then taken and added up to indicate if they exhibit high of average global leadership traits. The variables that were measured were:

(1) Charismatic/Value-based Leadership: A leader inspires, motivates and expects high performance from others on the basis of firmly held core values.

(2) Team-oriented Leadership: A leader emphasizes effective team building and implementation of a common goal among team members.

(3) Participative Leadership: A leader involves subordinates in making and implementing decisions.

(4) Humane-oriented Leadership: A leader encourages and rewards individuals for being fair, altruistic, friendly, generous, caring and kind to others. He/she is supportive, considerate, compassionate and generous.

(5) Autonomous Leadership: A leader chooses an independent and individualistic leadership approach.

(6) Self-protective Leadership: A leader focuses on ensuring individual safety and security. He/she is self-centred, status-conscious, procedural and conflict inducing.

An example of a question from the survey is: One a scale from 1-5 (where 1 indicates strong disagreement and 5 indicates the highest level of agreement), please rate how much you agree with the following statement:

"I inspire, motivate and expect high performance based on core values"

The total points allotted for this index was 30, if a participant scored 20 or higher they were considered to exhibit high levels of global leadership traits. Any score less than 20 was considered average.

3. Results

There were two hypotheses that were explored in this study. The first had to do with the population of Professionals and Global Leadership Traits. The null hypothesis was: Hº: There is no statistically significant difference in the Global Leadership Dimensions index score between the Professional Group and Non-Professional Group The alternate hypothesis was: H¹: The Professional Group scored statistically significantly higher on the Global Leadership Dimensions Index than the Non Professional Group. Because professionals of today are inclined to become globalized leaders, it was hypothesized that they would also be inclined to exhibit higher levels of globalized leadership traits. The statistical procedure used for the Global Leadership Traits test for professionals was the T-Test. This procedure was used to compare two groups of continuous variables. The two groups tested were professionals vs. non-professionals. The continuous variables were the Global leadership index scores for the two groups. On average, professional participants scored 1.26 points higher in self-reported levels of global leadership traits. Using a .05 alpha level, the p value of a .046 suggests that this difference is statistically significantly significant; hence, we reject Hº but do not reject H¹. For those tested, it appears that professionals have substantially higher levels of global leadership traits than non-professionals. The results have showed that professionals exhibit higher levels of Global leadership traits than entry level and self-employed individuals.

The next question explored in this study was related to the relationship between one having overseas managerial experience and their level of acculturation. The null hypothesis was: Hº: There is no correlation between Individuals with overseas managerial experience and their acculturation level. The alternative hypothesis was H¹: There is a correlation between individuals with overseas managerial experience and their acculturation level. With this hypothesis, it was expected that managers with overseas experience would have higher levels of acculturation. Because these global leaders would be more attuned to an expatriate lifestyle it was assumed that they would be more adaptable and embracing when it comes to interacting with different cultures.

The next statistical procedure used for this data was a Chi-Square. This type of procedure was employed to compare groups of categorical variables. The two categorical groups were participants who had overseas managerial experience and those who did not. The other two categorical groups compared were those who had self-reported acculturational levels of Assimilation and those who self-reported having an Integrated level of acculturation. The hypothesis was: Hº: There is no correlation between Individuals with overseas managerial experience and their acculturation level. The alternative hypothesis was: H¹: There is a correlation between individuals with overseas managerial experience and their acculturation level.

Findings revealed that there was a statistically significant difference in acculturation when it comes to overseas managerial experience. Among those who had managerial experience overseas, 7 out of 20 (65%) had an Integrated level of acculturation; whereas only 31 out of 121 (25.6%) people reported having an Integrated level of acculturation in the group that did not have overseas managerial experience. The Chi-Square findings revealed that there was a statistical significant difference in level of acculturation with respect to managerial experience overseas (p= .001, a= .05). As such, we reject the Hº but do not reject H¹. The results have shown that there is a direct correlation between global leadership and levels of acculturation. It appears that overseas managers not only embrace their own culture, they also embrace other cultures. The statistics of the Chi-Square and T-Test used to investigate this topic within global leadership fully supported the hypotheses aimed to explore the relationship between global leadership and levels of acculturation.

4. Limitations

For the Chi-Square that looked at Acculturational Levels and Overseas Managerial Experience, a total of 15 out of 156 scores of acculturation had to be omitted from the test (6 were listed as Separation-which was a level that was not tested and 9 failed to answer). Another limitation is that there were not enough participants with a Separation level of acculturation. This limited the types of test that could be run and the robustness of the Chi-square that was ran. For the Global Leadership Dimension Index T-test, 15 out of 156 scores were omitted due to the participant's failure to answer the Global Leadership. Another limitation to this test was that it did not meet the criteria for Homogeneity of Variance. The test was off by .009 points. It is speculated that more participant would have allowed the test to meet criteria. A limitation was also type of sampling technique used. A convenient snowball method cannot be used as an accurate generation of population statistics.

5. Discussion

Implications for these finding can be seen in the selection of entry level and professional employees who are being primed for eventual management overseas. Because global leadership traits are universal and have been shown to lead to successful management overseas, only those exhibiting higher levels of Global Leadership traits should be selected. According to the data, globalized leaders can have a higher success rate if they exhibit certain qualities, therefore, multi-national companies can be more confident in selecting professionals who exhibit higher levels of these traits to go overseas.

Implications for these findings can also be applied to the training and development of globalized leaders. With the new found knowledge global leaders exhibiting higher level of acculturation, training initiatives for acculturation and diversity training can be implemented for professionals who are planning to go abroad and manage teams in other countries. A key point to take from acculturation is that it is a multi-dimensional spectrum that changes over time and through experience. Acculturation and diversity training can be combined to teach the importance of not only embracing your own culture but also being open to embracing the values customs and beliefs of other cultures.

Managers and top executives could apply this knowledge diversity training initiative as well as organizational design and strategic operations. Moreover, knowledge of the multifaceted spectrum of acculturative processing of global leaders can serve as basis for further studies that are aimed to understand the formation and unique qualities of an organizational culture. It can also serve as an

empirical methodological theoretical complexity to support the notion of cross cultural leadership style and cultural value of an organization being contingent upon geographic proximity (sub regions) and level of diversification.

6. Conclusion

In conclusion, the application of the cross-culturally competent perspective of acculturation to the existing theoretical framework of project GLOBE will further the research established by Project GLOBE. The scalable factors of individual acculturation can be applied to the established measurement instruments implemented by project GLOBE to produce quantitative and qualitative measures that will provide a true representation of the organization as well as the individual. From there, these new measures can be aggregated and compared the national levels found on the unidimensional continuum of project GLOBE. This in turn, will account for the various levels of cultural values and variation in leadership styles in a valid and reliable manner. It will also provide insight into an organizational culture in a manner that is meaningful and directly related to the cross-cultural value levels and leadership styles found within and between nations.

Furthermore, blending these two established theoretical ideologies of cross-cultural psychology and industrial and organizational psychology can deepen the understanding of international influences which impact the cultural values and leadership styles of globalized executives. It will also serve as knowledgeable insight to the formation of organizational culture through providing macro and micro contexts which can be understood from a new perspective. In turn, global leaders from the business and management sectors of commerce will be able to gain an increased sense of self-awareness as they strategize a comprehensive leadership style that is personalized to their own cultural beliefs and values that is best suited for the current environment of their company. However, the aforementioned comprehensive theoretical integration of these frameworks are by no means meant to serve as a definitive or absolute understanding of the current topics. Scholars and researchers are encouraged to examine the topic of global leadership styles and cultural values through their own analytical examination and inquiry. The literature provided is meant to serve as potential insight to topics presented by The GLOBE Project.

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Appendix A

Email recruitment for this study will provide potential participants with an informed consent form that will allow them to voluntarily participate through clicking the following link:

http://kwiksurveys.com/s.asp?sid=zawcg91xpiew2zm519095

In addition, email recipients will be asked to forward the link to others professionals in the field who may be willing to participate. Lastly, a link to the consent form and survey will be placed on the researcher's social media pages, (e.g. Facebook, Instagram, Google+) which also requests participation and leads to a link to the informed consent form.

Appendix B

CONSENT FOR PARTICIPATION IN A RESEARCH PROJECT
Carlos Albizu University
Miami Campus

- ➢ Study Title: Integrating Attributes of Acculturation with Global Leadership Development
- ➢ Principal Investigator: Cristina Collins
- ➢ Supervisor: Dr. Toni Didona
- ➢ Funding Source: N/A

Invitation to Participate and Description of Project

We are currently looking for eligible research participants who are willing to take part in an online anonymous survey. This study aims to investigate the cultural, societal and leadership values which impact the global market. Qualified participants must be at least 18 years old, have internet access and have some degree of managerial experience working for a multinational company. If interested, please review the following information and click on the link located at the bottom of the page. Your contribution is valuable to the formulized world of scientific knowledge and understanding. Thank you for making this research possible.

In order to decide whether or not you wish to be a part of this research study you should know enough about its risks and benefits to make an informed decision. This consent form gives you detailed information about the research study. The following information will provide an overview of over all aspects of this research: its purpose, the procedures that will be performed, any risks of the procedures and possible benefits. Once you understand the study, you will be asked if you wish to participate and provided with a link to the survey.

- • Note: Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Description of Procedures

If you agree to participate in this study, you will be asked to provide demographic information that includes your gender, age, level of education, ethnicity, national affiliation and geographic proximity. You will then be asked a series of questions that pertain to your personal leadership style and personal values which relate to your culture. During this online survey, no personal information will be collected that can be identified (e.g. no name, address, email). All responses are anonymous and will be will be stored as a password protected Excel file only accessible to the investigators of this study. This one time online survey should take no more than 10 minutes to complete

Instrumentation used to in this study have been created through utilization of methodological empirical frameworks of The Global Leadership and Organizational Behavior Effectiveness (GLOBE) project in collaboration with established measurement scales of acculturation used by psychological cross cultural practitioners.

*Acculturation is defined as the process of adopting the cultural traits or social patterns of another group.

There are no known risks or inconveniences to participants participating in this anonymous online survey. However, you may feel some discomfort in responding to questions of a personal nature. If at any time you feel uncomfortable, you can stop answering the questions exit the survey through closing your browser window. Any participant submission that is incomplete will then be omitted by the investigators.

This study benefits the public by adding to the knowledge base of academic research on successful development of globalized leaders working for multinational companies and by training future IO practitioners in the use of creating and analyzing surveys.

There is no cost nor compensation associate with participation in this survey. There are also no known or foreseeable limits to confidentiality with anonymous survey data. Data collected from this survey will be kept for a minimum of two years before it is destroyed

Voluntary Participation and Withdrawal

You are free to choose not to participate and if you do become a subject you are free to withdraw from this study at any time during its course.

The researchers may withdraw you from participating in the research if necessary. (e.g. non-compliance)

Questions
Please feel free to ask about anything youdon't understand and to consider this research and the consent form carefully – as long as you feel is necessary – before you make a decision. You can contact the principal investigator, Cristina Collins directly via phone or email. Both the principal and co-investigator's information is listed below.

Cristina Collins	**Dr. Toni Didona**
Direct Contact: 408-656-2670	Tdidona@albizu.edu
Cristina.collins1010@gmail.com	

Authorization
If after reading this form and you have decided to participate in the project described above, it is assumed that its general purposes, the particulars of involvement and possible hazards and inconveniences have been explained to your satisfaction.
- Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

PLEASE PROCEED TO THE SURVEY BY CLICKING THE LINK BELOW:
http://kwiksurveys.com/s.asp?sid=zawcg91xpiew2zm519095
If you have further questions about this project or if you have a research-related problem, you may contact the IRB at (305) 593-1223 x140.

Appendix C

Leaderships Styles of Multinational Corporations
Welcome! The following questions aim to gain knowledge of leadership styles and cultural values of managers who influence to global market. As each individual is uniquely awesome, so are the perspectives and opinions we expect to gain.

Once again, thank you for you participation. Your information is valuable to in contributing to the academic knowledge base of the successful development of globalized leaders.

1. What is your gender?
Male   Female

2. How old are you?
18-24   25-34   35-45   45+

3. What is your highest completed level of education?
High School Diploma   Bachelor's Degree
Master's Degree   Doctorate Degree

4. What is your current level of employment?
Supervisor   Manager
Director   Executive/ VP/ Business Owner

5. How would you identify yourself?
Caucasian   Asian/Pacific Islander
Hispanic/Latino   African American   Other (bi-racial/multi-racial)
I choose to not answer

6. How long have you been with your current employer?
0-1 year   1-3 years   4-6 years   6 + years

7. Where you born in another country outside of the United States?
Yes   No

8. Have you held a managerial position outside of the United States? (International virtual teams, sales initiatives, project management, prior positions with different companies...etc.).
Yes   No

9. In your current workplace, would you consider yourself a minority?
Yes   No

10. How culturally/ethnically diverse would you consider your current work environment? (Are there minorities amongst the group of employees at your current work?)

Not diverse at all   Somewhat diverse
Moderately diverse   Extremely diverse

11. Do you currently live and work in a major metropolitan area? (e.g. San Francisco Bay Area, New York, Houston, Miami, Japan, Singapore, Greece, Paris...etc.)
Yes   No

12. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement: People strive to maintain relationship with one another.
Followers should obey their leaders without question.

13. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement: People strive to maintain relationship with one another.
 Most people have highly structured lives with few unanticipated events.

14. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement: People strive to maintain relationship with one another.
 Mistakes are inevitable because we are human, so people should be tolerant of one another

15. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement:
People strive to maintain relationship with one another.

16. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement: People strive to maintain relationship with one another.
People should live for the future and not the present.

17. The following question is intended to measure your personal cultural value:
On a scale from 1 to 10 (where 1 indicates that you do not agree at all and 10 indicates the highest level of agreement) rate how much you agree with the following statement: People strive to maintain relationship with one another.
 Students are encouraged to attain continuous improvement and performance.

18. Of the following choices, please select a leadership style that best describes your personal style:
I inspire, motivate and expect high performance based on core values.
I emphasize successful team building and create a common goal with my team
I often involve employees in decision making even though they are subordinates
I reward employees who are fair, altruistic, friendly, generous, caring and kind. I am supportive, considerate, compassionate and generous.
I am an independent leader who autonomously creates strategy in order to lead.
I am self-protecting leader who will rise above and secure my status and security by any means necessary.

19. Please use the provided scale to rate how much you agree with the following statement (1 star indicates low level of agreement whereas 10 stars indicates the highest level of agreement).
I am open to embracing the values, customs and beliefs of other cultures.

20. "My best friends are from…"
The United States   The country my family is from   Both

21. "The people I fit in with best are from…"
The United States   The country my family is from   Both

22. "My favorite music is from…"

| The United States | The country my family is from | Both |

23. "My favorite TV shows are from…"

| The United States | The country my family is from | Both |

24. "The celebrate holidays from…"

| The United States | The country my family is from | Both |

25. "I enjoy home cooked food that is from…"

| The United States | The country my family is from | Both |

26. "My life perspective and way of life is from …"

| The United States | The country my family is from | Both |

27. In your current society/neighborhood, would your consider yourself a minority?
Yes   No

28. In your current nation/country, would you consider yourself a minority?
Yes   No