CONSCIOUS BUSINESS EDUCATION

Cross-cultural Management and Leadership

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Cross-cultural Management and Leadership

Seminar 1: Introduction to cross-cultural management and leadership

Jaroslava Kubatova, Palacky University

„Cultural intelligence is not yet fully appreciated as a needed leadership skill set."

Mackey, J., Mcintosh, S., & Phipps, C. (2020). *Conscious Leadership*. Berkley Publishing Corporation.

„Cultural intelligence is the capability to function effectively in a variety of cultural contexts."

Livermore, D. (2011). The cultural intelligence difference: Master the one skill you can't do without in today's global economy. AMACOM.

„Cultural intelligence is the capability to function effectively in a variety of cultural contexts.“

Livermore, D. (2011). The cultural intelligence difference: Master the one skill you can't do without in today's global economy. AMACOM.

This course focuses primarily on the differences in national cultures and their influence on management and leadership.

Managers and leaders

- Traditionally, leaders set an organization's goals and managers ensured that those goals were met.

- Nowadays, these roles are often mixed.

Leaders
- Decide overall direction
- Influence people achievements
- Strive for effectiveness
- Encourage change
- Facilitate decisions
- Align people
- Look for improvement opportunities
- …

Managers
- Plan in detail
- Encourage people to perform
- Aim for efficiency
- React to change
- Make decisions
- Organize people
- Ensure that resources are available and appropriate
- …

Managers
- Plan
- Organize
- Coordinate
- Control
- Staff
- …

- Make decisions
- Solve problems
- Communicate
- …

Leaders
- Influence
- Motivate
- Inspire
- Create
- …

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Conscious leadership

- Thus far, conscious leadership has not been conclusively defined
- Conscious leadership is primarily addressed in practitioner and popular literature
- Alongside conscious leadership other not-profit-only ways of leadership - such as ethical, sustainable, moral, or responsible leadership – are emerging

- **Conscious leadership** can be used as an umbrella term for all ways of leadership **aimed at making the world a better place**

Conscious leaders

- Seek to make a positive impact on the world through their business

- Help people to derive meaning from their work and grow

- They always make transparent and consistent **moral choices**

Moral choices

- Moral Machines (video 5 min)
  - https://www.youtube.com/watch?v=jPo6bby-Fcg

- Further reading: Awad, E., Dsouza, S., Kim, R., Schulz, J., Henrich, J., Shariff, A., Bonnefon, J.-F., & Rahwan, I. (2018). The Moral Machine experiment. *Nature*, *563*(7729), 59–64. https://doi.org/10.1038/s41586-018-0637-6

Activity (exploring your values):

- Have you ever faced an ethical/moral dilemma (at work)?
  - If so, what was the issue and what did you do?
  - If not, what makes it so, how do you explain it?

- *Note: Do you distinguish between ethics and morals?*
  - *Some philosophers make a distinction between morals and ethics. But many people use the terms morals and ethics interchangeably when talking about personal beliefs, actions, or principles (source: McCombs School of Business, Ethics Unwrapped, https://ethicsunwrapped.utexas.edu/glossary/morals)*

Global management

- Managers who work across different countries need to understand their international stakeholders

The six stakeholders of a conscious business

What all can be different if the stakeholders are from different countries?
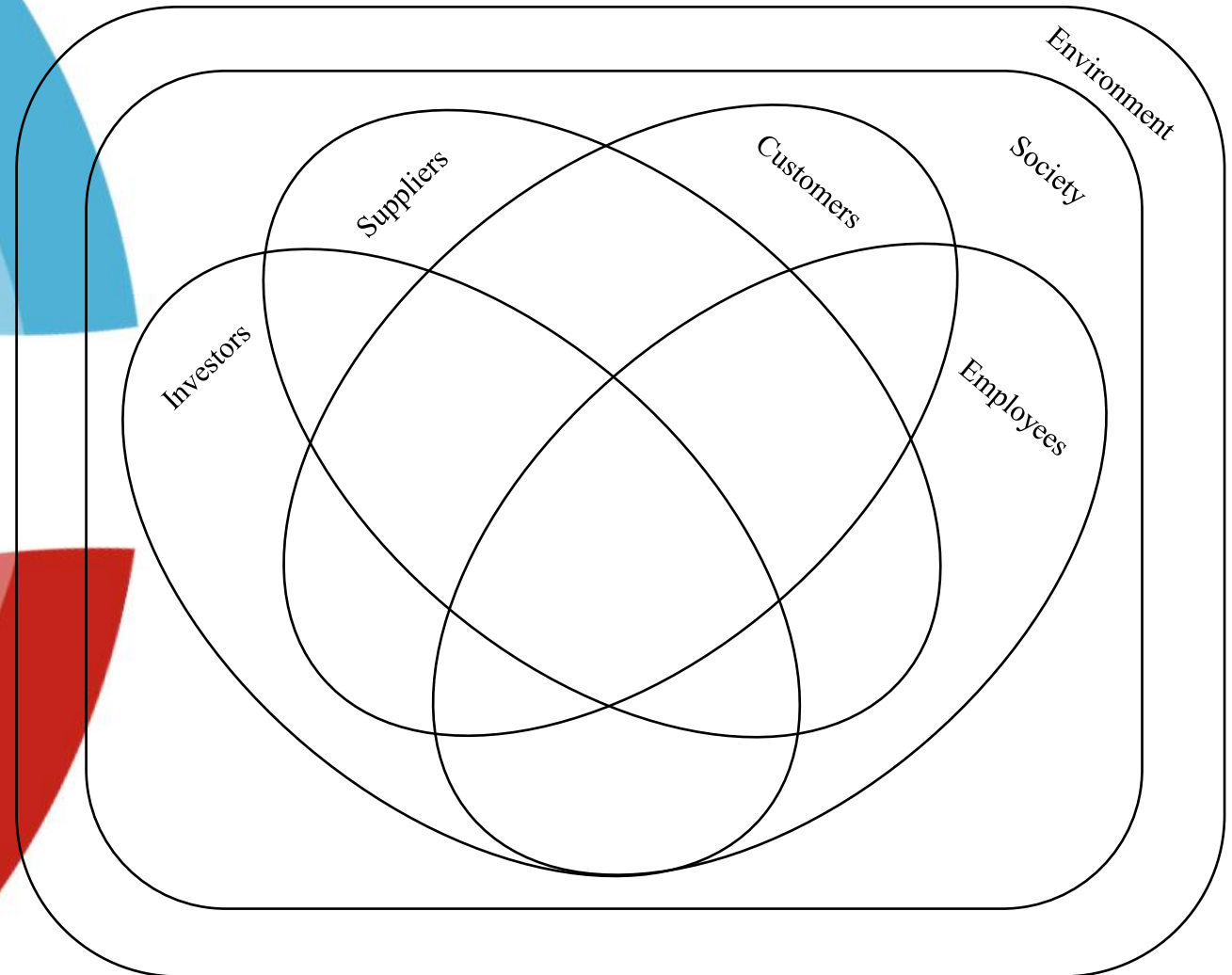
Source: Orel, M., & Kubátová, J. (2019). Coworking as a model for conscious business. *Journal of Global Responsibility*, *10*(3), 257–270. https://doi.org/10.1108/jgr-11-2018-0068

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Global management – apparent/visible national differences

- Language

- Time zone

- Political and legal system

- Customs

- …

FASTAIDE
What to consider when working globally

(when haven't worked on the cultural intelligence development much yet)

Source: Henson, R. (2018). *Successful global leadership: Frameworks for cross-cultural managers and organizations*. Palgrave Macmillan.

Formality

- How formal should I be?

Authoritarianism

- How directive should I be?

Structure

- How much detail should I provide, how explicit should I be?

Time Orientation

- Do people in the culture have a preference for dealing with multiple tasks and relationships rather than adhering strictly to deadlines, or do they prefer a more sequential approach and a strong commitment to meeting deadlines?

Assertiveness

- To what degree should I be assertive, dominant, and demanding in relations with others? How competitively should I behave?

Individualism

- How much should I focus on individual goals versus group goals?

Directness

- How straightforward should I be? Do employees expect communication to be very clear and straightforward, or is communication more indirect?

Expressiveness

- How transparent and spontaneous can I be? How open should I be about expressing my feelings?

Activity

- Apply FASTAIDE to your own culture

Cross-cultural Management and Leadership

Seminar 2: Determinants of culture

Jaroslava Kubatova, Palacky University

Society and culture

- Society is an organized group of individuals who share functional relations

- Each society defines its own norms and the ways in which they are realized

- Culture is a structure that gives form to behavior and fixes the framework of exchanges between the people of this group

- Societies are organized politically into nations that share national culture
  - Within a national culture, subcultures may exist

Definition of culture

- Numerous definitions of culture exist

- Culture is "*the collective programming of the mind that distinguishes the members of one group or category of people from others*"

  - *Category - people who share a characteristic but are not in contact with each other - e.g. nation*
    - *Group – people in contact with each other (e.g. work team, company)*

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind, third edition* (3rd ed.). McGraw-Hill Professional, p. 6.

Three layers of culture
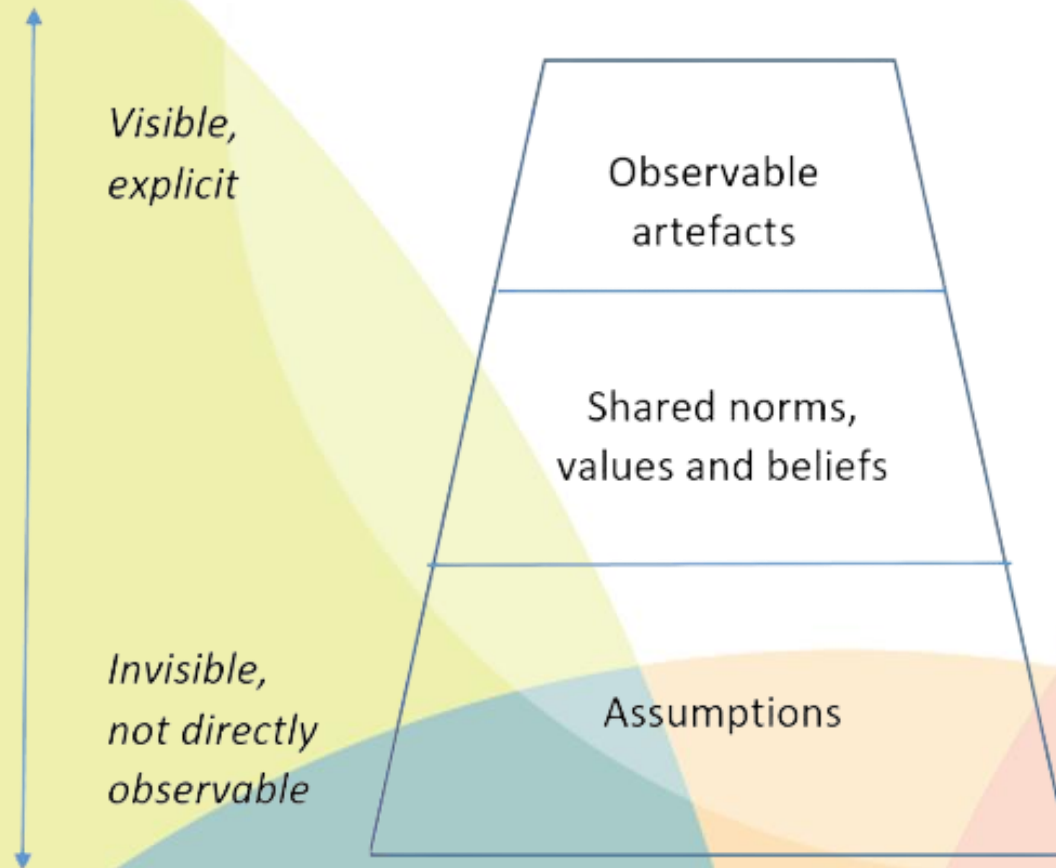
Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. Jossey-Bass.

Observable artefacts

- Behavioral, explicit level
- What we notice immediately when you go abroad for the first time - language, food, architecture, dressing, …
- Communication style

Norms, values, beliefs

- Every culture has its own system of norms, values, and beliefs
- They form the national characteristics of a culture
- Act as its framework of reference

- Norms: the rules of a society, determining what is good or bad with regard to behavior

- Values: what is considered right or wrong, important or unimportant, beautiful or not beautiful

- Beliefs: an acceptance that something exists or is true, without proof

Assumptions

- Long-learnt, automatic responses and established opinions that people use to make day-to-day decisions

Activity

- What is in the picture?

Source Grabo, A. (2017). Challenges in organizational development.
https://www.slideshare.net/AllenGrabo/lecture-10-challenges-in-organizational-development

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Possible interpretations:

- Two women are walking and a man threatens one of the women with a piece of wood
- Two men are attacking a woman
- A woman steps aside to let a blind man pass
- A beggar and a woman
- Gardening
- A farm family working on their land
- Two people helping each other do something
- Poor people. The man is digging for something and the woman is waiting to take it
- A man cleaning the floor
- A man is digging a hole and a woman is dropping seeds in it

Activity

- What goes with this?

Source: Nisbett, R. (2003). *Geography of thought: How Asians and westerners think differently - and why*. Nicholas Brealey Publishing.
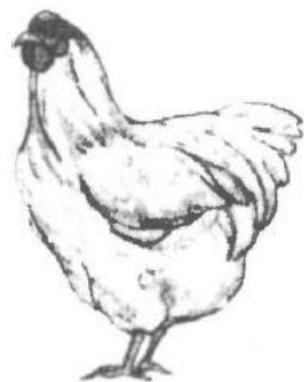
What goes with this? A or B

- The hen and the cow are animals

- Cow eats grass

- Is there one correct answer?

Activity

- Watch the video Thinking outside the box: Eastern and Western perspectives on creativity (10 min)
https://www.youtube.com/watch?v=d5CQkgmYBM0

- Can you discuss this video in relation to
  - Cultural artefacts, norms, values, beliefs, assumptions
  - Even in relation to conscious leadership (cf. Seminar 1)

Other recommended videos

West and East, Cultural Differences

https://www.youtube.com/watch?v=ZoDtoB9Abck (part 1) 46 min

https://www.youtube.com/watch?v=jLh4QZDyNUA (part 2) 42 min

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Seminar 3: Culture according to Hofstede and Fang

Jaroslava Kubatova, Palacky University

Geert Hofstede

- The „history" of cross-cultural management, cultural differences in business, cultural dimensions (12 min)
  - https://www.youtube.com/watch?v=oxWVBLi6TlI

Definition of culture according to Hofstede (reminder)

- Culture: the collective programming of the mind distinguishing the members of one group or category of people from others

- According to Hofstede national culture cannot be changed, but we should understand and respect it
  - Around the age of 10, we have most of the values firmly ingrained in our minds, which then influence our behavior throughout our lives

# The Hofstede model of national culture

- Consists of six cultural dimensions

- The dimensions represent preferences for one state of affairs over another that distinguish countries from each other
  - Represent the cutural profile of the country

An example of cultural profile - Switzerland

Source: https://www.hofstede-insights.com/country-comparison/switzerland/

From a practical point of view, a comparison of cultural profiles is more relevant, e.g.
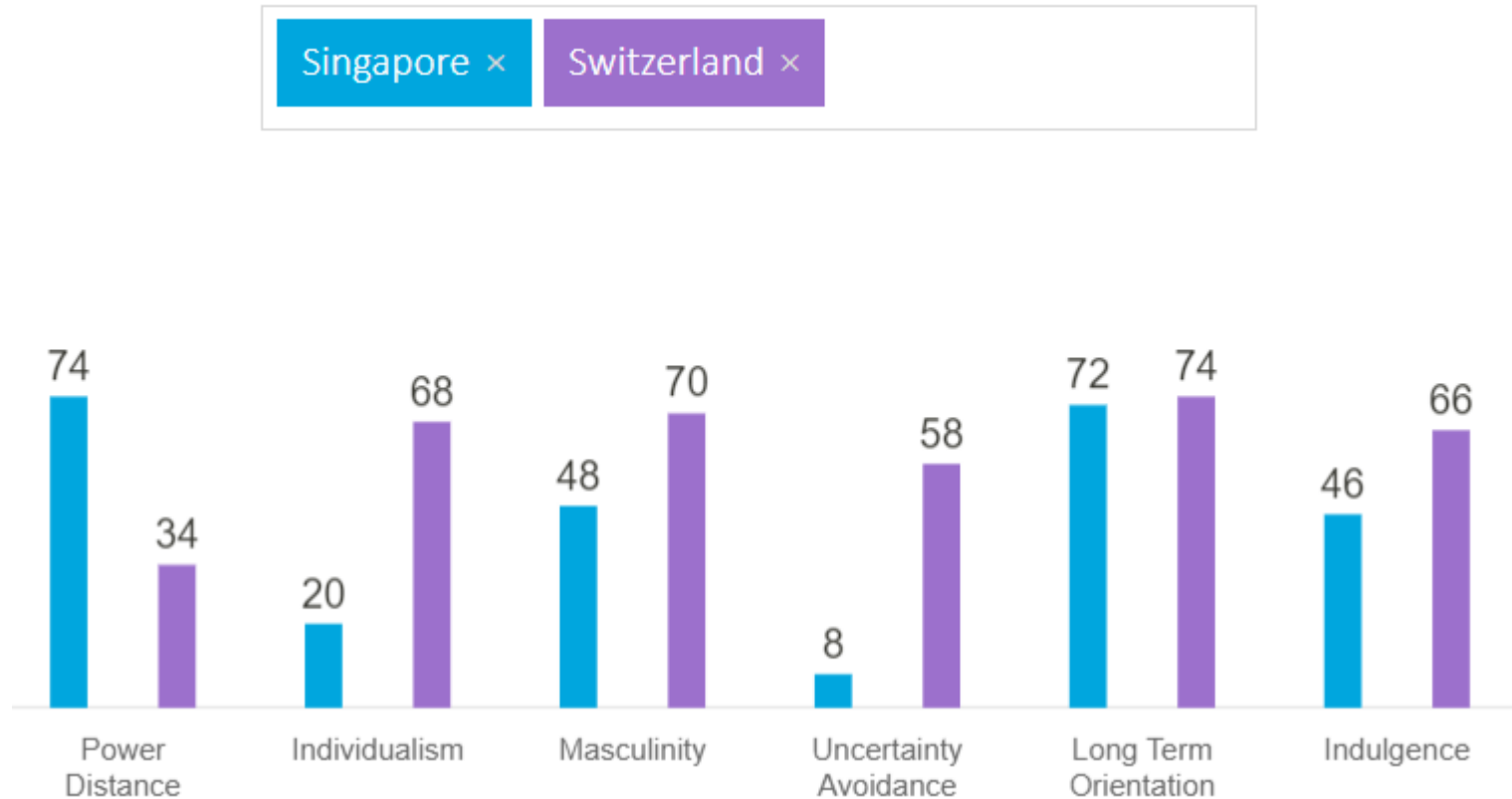
Note: Ethnocentrism

- Ethnocentrism is a tendency to use one's own culture as the benchmark to assess other cultures
  - We need to avoid seeing our culture as superior to others
- Learning about cultures is also accompanied by stereotyping, which is a great simplification. On the other hand, it helps to learn.
  - We must always bear in mind that each individual is unique and treat them with all due respect.

Sources:

Browaeys, M.-J., & Price, R. (2015). *Understanding Cross-Cultural Management* (3rd ed.). Pearson Education.

Grabo, A. (2017). Challenges in organizational development. https://www.slideshare.net/AllenGrabo/lecture-10-challenges-in-organizational-development

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind, third edition* (3rd ed.). McGraw-Hill Professional.

Nisbett, R. (2003). *Geography of thought: How Asians and westerners think differently - and why*. Nicholas Brealey Publishing.

Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. Jossey-Bass.

TEDx (2015). Thinking outside the box: Eastern and Western perspectives on creativity (10 min) https://www.youtube.com/watch?v=d5CQkgmYBM0

Hofstede's cultural dimensions

Power distance (Power distance index, PDI)

- The degree to which the less powerful members of a society accept and expect that power is distributed unequally
  - How a society handles inequalities among people
- People in societies with high PDI accept a hierarchical order in which everybody has a place
- In societies with low PDI, people strive to equalize the distribution of power and demand justification for inequalities of power

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Individualism – Collectivism (IDV)

- Individualism is a preference for a loosely-knit social framework
  - Individuals are expected to take care of only themselves and their immediate families
- Collectivism is a preference for a tightly-knit framework in society
  - Individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty

- *A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we"*

Masculinity – Feminity (MAS)

- Masculinity represents a preference in society for achievement, heroism, assertiveness, and material rewards for success
  - Society at large is competitive
- Femininity represents a preference for cooperation, modesty, caring for the weak and quality of life
  - Society at large is more consensus-oriented

Uncertainty avoidance (UAI)

- The degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.
    - How a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

Long term orientation – Short term orientation (LTO)

- Long term orientation is characterized by a focus on the future, a focus on perseverance, and delays in short term gratification for future benefit

- Short term orientation is characterized by a pursuit of immediate gratification

Indulgence - Restraint

- Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun

- Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms

Activity

- Choose any three countries, preferably from different parts of the world, and try to estimate their indices in each cultural dimension.

- Check your estimations here https://www.hofstede-insights.com/country-comparison/ or here https://geerthofstede.com/research-and-vsm/dimension-data-matrix/

- How will knowing the cultural profile of a foreign country help you to use FASTAIDE (cf. seminar 1)?

Help: FASTAIDE

- Formality

- Authoritarianism

- Structure

- Time orientation

- Assertiveness

- Individualism

- Directness

- Expressiveness

Another view of culture: Tony Fang

- Cultures are neither static nor bipolar

- Every national culture has a life of its own, full of dynamics and paradoxes

Source: Fang, T. (2012). Yin Yang: A new perspective on culture. *Management and Organization Review*, *8*(1), 25–50. https://doi.org/10.1111/j.1740-8784.2011.00221.x

- Paradox is defined as contradictory yet interrelated elements - elements that seem logical in isolation but absurd and irrational when appearing simultaneously
  - Symbol: Yin Yang
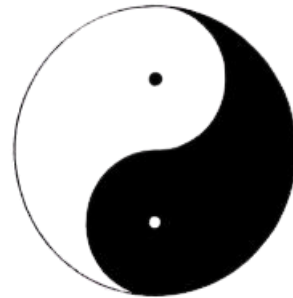
Yin Yang approach to culture

- Paradoxical values coexist in all cultures

- All cultures, no matter how different they may appear to be, share essentially the same potentials in value orientations

- Depending on the situation, context, and time, one value eventually surpasses others to guide action in that particular context at that particular time

- When circumstances change, the potential of other previously unrevealed values is activated

Activity

- Compare Hofstede's and Fang's conception of national culture.

- What circumstances do you think could contribute to the activation of values so far latent in society?

Sources:

Anderson, P. (Ed.) (2022). *How management works: The concepts visually explained*. DK.

Awad, E., Dsouza, S., Kim, R., Schulz, J., Henrich, J., Shariff, A., Bonnefon, J.-F., & Rahwan, I. (2018). The Moral Machine experiment. *Nature, 563*(7729), 59–64. https://doi.org/10.1038/s41586-018-0637-6

Henson, R. (2018). *Successful global leadership: Frameworks for cross-cultural managers and organizations*. Palgrave Macmillan.

Kubátová, J., & Kročil, O. (2022). A conscious leadership competency framework for leadership training. *Industrial and Commercial Training, 54*(2), 279–292. https://doi.org/10.1108/ict-08-2021-0062

Livermore, D. (2011). *The cultural intelligence difference: Master the one skill you can't do without in today's global economy*. AMACOM/American Management Association.

Mackey, J., & Sisodia, R. (2014). *Conscious capitalism, with a new preface by the authors: Liberating the heroic spirit of business*. Harvard Business Review Press.

Mackey, J., Mcintosh, S., & Phipps, C. (2020). *Conscious Leadership*. Berkley Publishing Corporation.

McCombs School of Business. (n.d.). *Ethics Unwrapped, https://ethicsunwrapped.utexas.edu/glossary/morals*

Moral Machines. (n.d.). https://www.youtube.com/watch?v=jPo6bby-Fcg

Orel, M., & Kubátová, J. (2019). Coworking as a model for conscious business. *Journal of Global Responsibility, 10*(3), 257–270. https://doi.org/10.1108/jgr-11-2018-0068

Cross-cultural Management and Leadership

Seminar 4: Culture according to Trompenaars and Hall

Jaroslava Kubatova, Palacky University

Fons Trompenaars: The waves of culture

- Trompenaars, F. (2013, June 12). *Riding the waves of culture*. https://www.youtube.com/watch?v=hmyfjKjcbm0 (18 min)

Seven dimensions of culture (Trompenaars and Hampden-Turner)

Source: Hampden-Turner, C., & Trompenaars, F. (2004). *Riding the waves of culture: Understanding diversity in global business* (3rd ed.). Nicholas Brealey International.

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Universalism - Particularism

- Universalism: People place a high importance on laws, rules, obligations.
  - The principle of Equal Rules for All

- Particularism: People believe that circumstances and relationships determine the rules.
  - Response to a situation can differ, based on current circumstances, and who's involved.

Individualism - Communitarianism

- Individualism: People believe in personal freedom and individual achievement.
  - They believe that they must make their own decisions and that they must take care of themselves.

- Communitarianism: People believe that the group is more important than the person
  - The group always comes before the individual, while it provides help and safety in exchange for loyalty

Specific - Diffuse

- Specific: People keep work and personal lives separate
  - They believe that relationships don't have much of an impact on work objectives and that people can work together without getting along personally

- Diffuse: People see an overlap between their work and personal life.
  - They believe that good relationships are vital to meeting business objectives; they spend time outside work hours with colleagues and clients

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Neutral - Emotional

- Neutral: People make a great effort to control their emotions
  - They don't reveal what they're thinking or how they're feeling

- Emotional: People express their emotions, even spontaneously, at work
  - It's acceptable to show emotion

Achievement - Ascription

- Achievement: People believe that we are what we do
  - They value performance, not a person's background

- Ascription: People believe that we should be valued for who we are
  - Power, title, and position matter and these roles define people's behavior

Sequential time - Synchronous time

- Sequential time: People appreciate events to happen in a logical order
  - They place a high value on punctuality, planning, and staying on schedule

- Synchronous time: People see the past, present, and future as interwoven periods.
  - They can work on several projects at once, and view plans and commitments as moveable

Internal direction - External direction

- Internal direction: People believe that they can control their environment to achieve their goals
  - This includes how they work with teams and within organizations

- External direction: People believe that their environment controls them
  - They focus their actions on others, and try to avoid conflict

Activity

- Based on your personal experiences with people from different cultures, where would you classify their culture according to Trompenaars model?

- Can Trompenaars model help explain people's behavior that we didn't understand before?

- How will knowing the Trompenaars cultural model help you to use FASTAIDE (cf. seminar 1, 3) even better?

Hall's cultural factors

Sources:

Hall, E. T. (1976). *Beyond Culture*. Anchor Books.

Hall, E. T. (1983). *The dance of life: The other dimension of time*. Anchor Books.

Hall, E., & Whyte, W. (1960). Intercultural communication: A guide to men of action. *Human Organization, 19*(1), 5–12. https://doi.org/10.17730/humo.19.1.6432l3505p206231

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Hall's cultural factors

- High- and Low-context cultures

- Monochronic and Polychronic cultures

- High- and Low- territorial cultures

Communication: high context, low context

Factor	High-context culture	Low-context culture
Overtness of messages	Many covert and implicit messages, with use of metaphor and reading between the lines.	Many overt and explicit messages that are simple and clear.
Locus of control and attribution for failure	Inner locus of control and personal acceptance for failure The receiver is responsible for understanding the message	Outer locus of control and blame of others for failure The sender is responsible for the clarity of the message
Use of non-verbal communication	Much nonverbal communication	More focus on verbal communication than body language
Expression of reaction	Reserved, inward reactions	Visible, external, outward reaction

Time: monochronic, polychronic

Factor	Monochronic cultures	Polychronic cultures
Perception of time	Time is money Time is to be managed	Time is to be experienced
Actions	do one thing at a time	do many things at once
Focus	Concentrate on the job at hand	Are easily distracted
Attention to time	Think about when things must be achieved	Think about what will be achieved
Priority	Put the job first	Put relationships first
Plans and deadlines	Mandatory, binding	Recommended, indicative

Space: The need for space

- People from high-context cultures tend to see space as public, and have no problem to share group space
  - They need a small personal space/zone (up to half a meter)

- People with a low-context culture are more territorial and tend to see space as private, particularly their personal zone
  - They need a bigger personal space/zone (more than half a meter)

Activity

- Read and discuss the article:
  - Moriarty, R. (2019, October 28). *When does 'yes' mean 'no?'* Forbes. https://www.forbes.com/sites/robinmoriarty/2019/10/28/when-does-yes-mean-no/?sh=2e29d3153063

Sources:

Hall, E. T. (1976). *Beyond Culture*. Anchor Books.

Hall, E. T. (1983). *The dance of life: The other dimension of time*. Anchor Books.

Hall, E., & Whyte, W. (1960). Intercultural communication: A guide to men of action. *Human Organization*, *19*(1), 5–12. https://doi.org/10.17730/humo.19.1.6432l3505p206231

Hampden-Turner, C., & Trompenaars, F. (2004). *Riding the waves of culture: Understanding diversity in global business* (3rd ed.). Nicholas Brealey International.

Moriarty, R. (2019, October 28). *When does 'yes' mean 'no?'* Forbes. https://www.forbes.com/sites/robinmoriarty/2019/10/28/when-does-yes-mean-no/?sh=2e29d3153063

Trompenaars, F. (2013, June 12). *Riding the waves of culture.* https://www.youtube.com/watch?v=hmyfjKjcbm0

Cross-cultural Management and Leadership

Seminar 5: Diversity in global virtual teams (GVT)

Jaroslava Kubatova, Palacky University

Virtual team

- A group of geographically, organizationally, and time dispersed workers brought together by information and telecommunication technologies to accomplish organizational tasks

- Increase in virtual work as a result of the COVID-19 pandemic

Source: Sachdeva, R. (2021). Becoming Virtually Skilled: All About Working in Cross-Cultural Virtual Teams. In Birdie, A. K. (Ed.). *Cross-Cultural Exposure and Connections* (pp. 189-223). Apple Academic Press.

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Global, i.e. cross-cultural, virtual teams are omnipresent

How Many Cultures Does Your Virtual Team Include?

- Four or more cultures: 34%
- Three cultures: 28%
- Two cultures: 27%
- One culture: 11%

How Many Virtual Teams Are You On?

- None: 11%
- 1 to 3: 62%
- 4 to 5: 11%
- Over 5: 16%
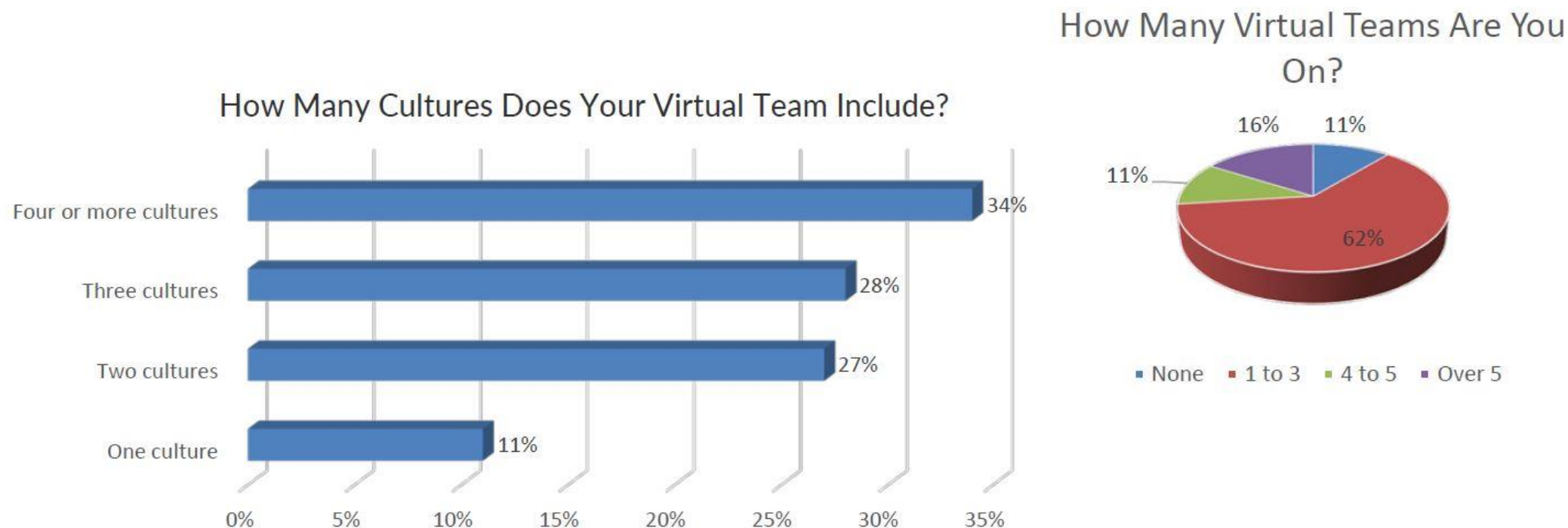
Source: *2018 Trends in High-Performing Global Virtual Teams*. (2019). RW3 Culture Wizzard.
https://content.ebulletins.com/hubfs/C1/Culture Wizard/LL-2018 Trends in Global VTs Draft 12 and a half.pdf
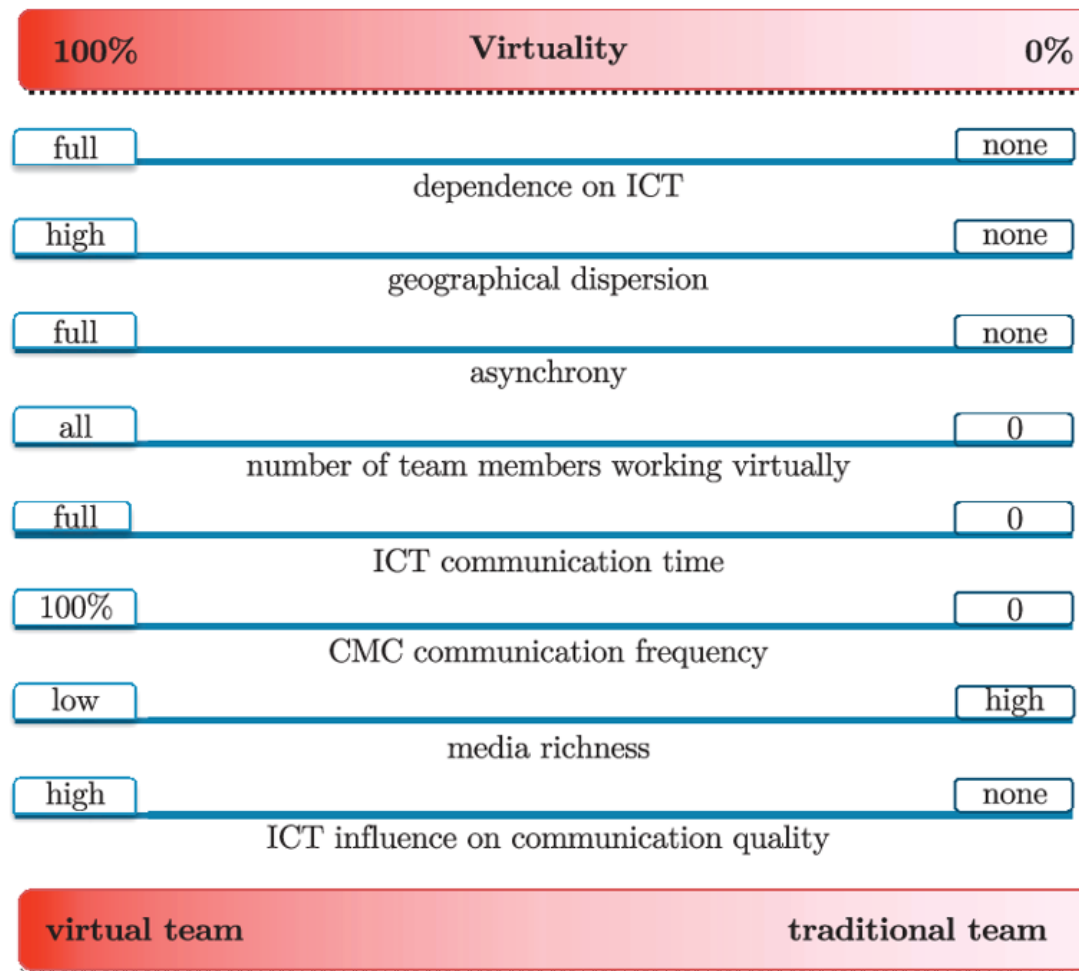1,620 respondents from 90 countries

Activity

- What do you think are the biggest challenges when working in cross-cultural virtual teams?
    - What could be their causes?

The Severity of Cultural Challenges for Virtual Teams

Jaroslava Kubatova, Palacky University
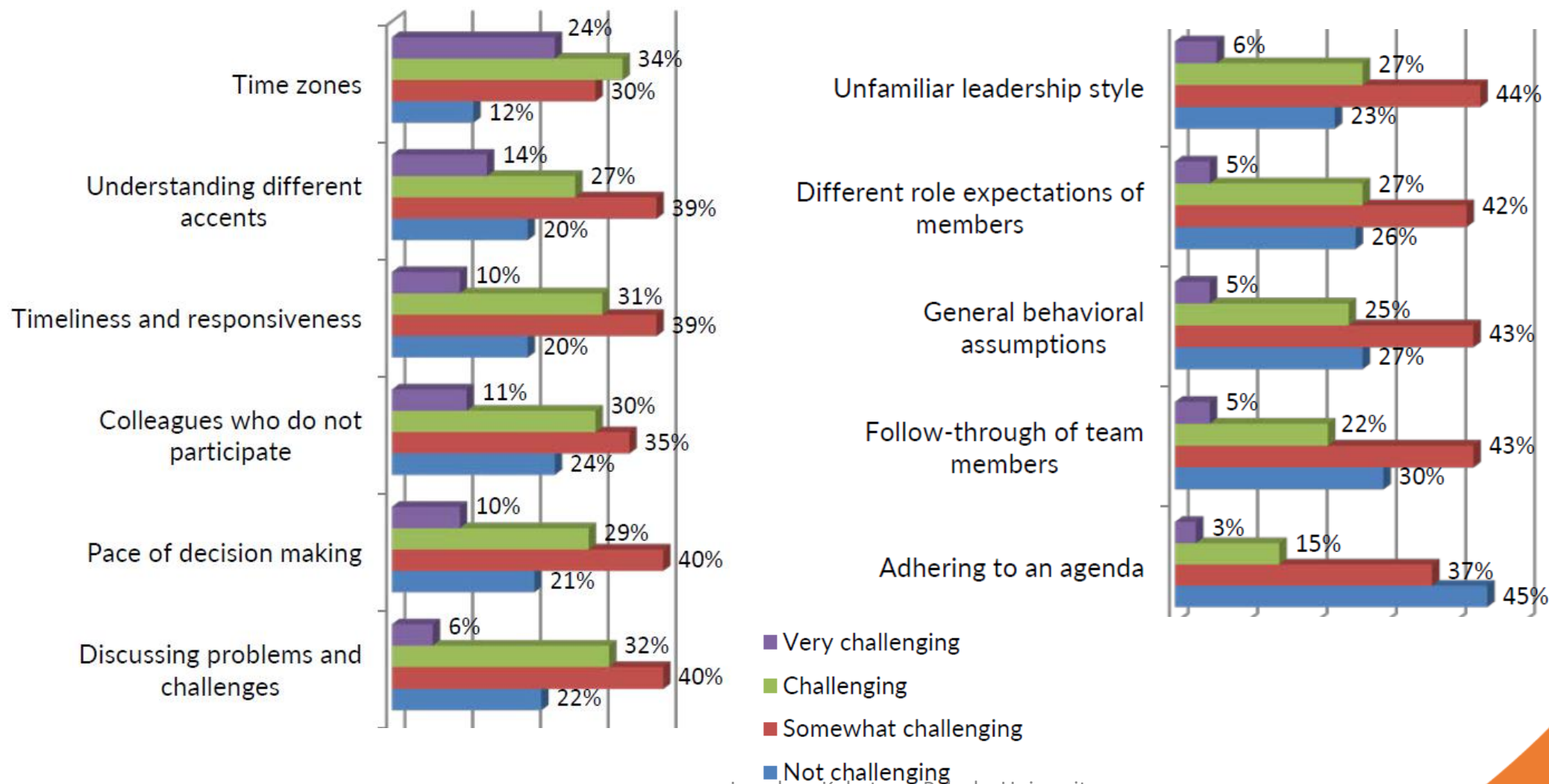
Traditional (on-site) and virtual team

Source: Krawczyk-Bryłka, B. (2017). Comparative study of traditional and virtual teams. *TASK Quarterly, 21*(3), 233-245.

Activity

- What do you consider to be the (biggest) advantages and disadvantages of virtual teams?

Advantages of virtual teams

- Cost savings

- Leverage global talent

- Fast responsiveness

- High productivity

- …

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Disadvantages of virtual teams

- Costs of technology
- Trust levels between team members
- Social isolation
- Computer security

Activity

- In your opinion, what are the (main) causes of virtual team failures?

Causes of virtual team failures

- Interconnectedness of causes and consequences
  - No acknowledgement of virtual team specifics (comparing to on-site teams)
  - Role and process ambiguity – the members lack a clear understanding of their tasks and roles
  - Ineffective leadership – leaders are not trained to lead a virtual team
  - Lack of trust between team members – due to limited communication (comparing to on-site teams)
  - Poor team engagement
  - Absence of effective communication

The most important cross-cultural factors of virtual teams

- Languague

- Context

- Time

- Power distance in management

- Information and knowledge flow

Language

- Language usage differs across cultures
  - E.g. the same words are interpreted differently in different cultures

Context

- Problems in communication between team members from cultures with high-context and low-context communication

Time

- The perception of time differs in different cultures - cf. polychronic and monochronic cultures

Power distance in management

- Different approaches of team leaders and expectations of team members from cultures with high and low power distance indexs

Information flow and knowledge sharing

- Different cultures have different approaches to information flow and knowledge sharing

Features of high-performing virtual teams

Sachdeva, R. (2021). Becoming Virtually Skilled: All About Working in Cross-Cultural Virtual Teams. In Birdie, A. K. (Ed.). *Cross-Cultural Exposure and Connections* (pp. 189-223). Apple Academic Press.

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Critical success factors for cross-cultural virtual teams

- Before and at the beginning of the teamwork

- During the teamwork

- At the organizational level

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Before and at the beginning of the teamwork

- Proper selection of team members and team leader

- A good team leader - professional and personal qualities, experience

- Training of team members and team leaders, including cross-cultural training

- Opportunity for the team to meet in person or at least meet informally virtually

- Clearly stated team purpose and goal

- Clearly defined roles for team members

During the teamwork

- Providing feedback to keep members motivated and engaged

- Fostering trust and social connections

At the organizational level

- Quality functional technology

- Support from senior management

- Quality HRM - performance appraisal, rewards, staff development, grooming, motivation…

- Integration of VT into the structure of the organization, equal access to virtual and on-site staff (e.g. in terms of professional development opportunities)

Further reading

- *Remote management*. https://remote.co/category/remote-management
-

Sources:

2018 Trends in High-Performing Global Virtual Teams. (2019). RW3 Culture Wizzard. https://content.ebulletins.com/hubfs/C1/Culture Wizard/LL-2018 Trends in Global VTs Draft 12 and a half.pdf.

Birdie, A. K. (Ed.). (2021). *Cross-cultural exposure and connections: Intercultural learning for global citizenship*. Apple Academic Press.

Krawczyk-Bryłka, B. (2017). Comparative study of traditional and virtual teams. *TASK Quarterly*, *21*(3), 233-245.

Remote management. (n.d.). Remote.Co. Retrieved August 12, 2022, from https://remote.co/category/remote-management.

Sachdeva, R. (2021). Becoming Virtually Skilled: All About Working in Cross-Cultural Virtual Teams. In Birdie, A. K. (Ed.). *Cross-Cultural Exposure and Connections* (pp. 189-223). Apple Academic Press.

Cross-cultural Management and Leadership

Seminar 6:

Conscious leadership in the cross- cultural workplace.

Who are you, and what are your fears?

Jaroslava Kubatova, Palacky University

Consciousness

- Consciousness is awareness, and awareness starts with our individual self

- When we are aware, we can know that something (such as a situation, condition or problem) exists

- We know and have a better understanding of what is happening in the world or around us
  - We are more capable of effective decision-making and leadership

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

- Conscious leaders are naturally inclusive and as a result, the organization benefits from the utilization of the rich and varied talents of the workforce

- Each leader must do the work themselves to become more inclusive
  - Leadership starts with ourselves

What qualities does a conscious leader have?

- Discussion

What qualities does a conscious leader have?

- Appreciative of diversity
- Accessible / Approachable
- Beliefs are congruent with actions
- Clear
- Collaborative
- Compassionate
- Continual learners
- Courageous
- Curious
- Dependable
- Emotionally intelligent
- Empowering
- Focused
- Grateful
- Have integrity

- Have positive energy
- Honest
- Humility
- Inclusive
- Intuitive
- Intentional
- Learn from unintended outcomes
- Motivated
- Motivating
- Non-judgmental
- Open-minded
- Purposeful
- Self-aware
- Visionaries
- Willing to be vulnerable

Questions we need to ask ourselves if we want to develop self-awareness and consciousness

- Am I clear about what I want?
  - Are my actions congruent with my values and goals?
- Do I learn from every outcome, whether I planned for it or not?
- What is my intention and do I communicate it well, and am I moving forward with intent and commitment?
- Do I understand the impact of my intention and actions?

- Whether or not we are aware of the answers to these questions we broadcast this information about ourselves

- The quality of our leadership shows up in the messages we broadcast
  - It is better when we know ourselves

- An important first step in self-awareness is that we need to recognize who and where we are in the present as a leader and as a person

- Note: Are we all leaders?
  - If nothing else, we need to lead ourselves

Exercise 1 – Who are You

- It is helpful to discover, define and write down our goals and desired outcomes with respect to becoming self-aware, to see what it is we really want

1. Recognize who and where you are in the present, what your goal is.
   - If you are not sure about your goal, try the *Magic wand* practice here: https://ggia.berkeley.edu/practice/magic_wand

2. Do you give the best toward your goal? If not, why?

3. What price are you willing to pay to achieve your desired goal?

4. Can you see some cross-cultural context in your goals and their possible achievement?

Source:
Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.
Bronk, K. C. (n.d.). *Magic wand*. Berkeley.edu. Retrieved August 13, 2022, from https://ggia.berkeley.edu/practice/magic_wand

5. On a scale of 1-10, rate yourself with regard to your level of commitment to give your best to achieve your goal.

   • If you are not at a 10, what would it take to move up the scale? What is one action you can take to move forward in that direction?

One element that could be keeping us from moving forward: Fear

- Acting courageously requires an understanding of our anxieties
- Fear can manifest itself in many ways: feeling vulnerable, uncertain, anxious...
  - It shows up in various times, places and elements of life
- We need to understand what our fears are and how we can transform them into success

- *Note: We are talking only about a conditioned response to a non-life threatening trigger!*

The victious cycle of fear

F – We are in ***Fight or Flight*** mode; we become defended and often defensive.

E – We ***Exclude;*** we can become isolated and separated from others and even ourselves.

A – We ***Avoid;*** we avoid seeing other perspectives or looking deeper into cause and effect.

R – We ***React;*** we react from our emotions, sometimes focusing on the past or a perceived future.

© Rosalie Chamberlain 2015

Transforming Fear

- It is helpful to start asking questions about each of the components of F.E.A.R.©:

    1. **F** - Who and why do I want to **fight or flight**; how am I defended and what am I defending against?

    2. **E** - Who am I **excluding** and how am I isolating and separating from others and from myself?

    3. **A** - What are my beliefs and perceptions and what other ways of viewing a situation or person am I **avoiding**?

    4. **R** - What are my emotional **reactions** and where are they coming from within my experience?

- Is there something culture-specific in your fears? Are there some beliefs or assumptions in your (or other) culture that relate to your fears, whether it is in a positive or negative way?

Exercise 2 - Overcoming fear

- Think of a time when you were successful in moving through fear because you were confident in your abilities in that situation. Then, uncertainty or fear began tugging at you because the situation may have become more challenging or more of a risk. Remember how you moved right through the fear because your confidence and certainty kicked in.

    1. How did you step outside the F.E.A.R.$^{©}$ cycle?
    2. What questions did you ask yourself? Or, what statements did you tell yourself?
    3. What conclusions did you reach that allowed you to move forward?
    4. What awareness from that situation that helped you through the challenge can be available for future challenges?

- To control our fears, we can also try *Overcoming a Fear* practice: https://ggia.berkeley.edu/practice/overcoming_a_fear

Source: *Overcoming a Fear*. Berkeley.edu. Retrieved August 13, 2022, from https://ggia.berkeley.edu/practice/ overcoming_a_fear

Sources:

Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Bronk, K. C. (n.d.). *Magic wand*. Berkeley.edu. Retrieved August 13, 2022, from https://ggia.berkeley.edu/practice/magic_wand

Overcoming a Fear. Berkeley.edu. Retrieved August 13, 2022, from https://ggia.berkeley.edu/practice/ overcoming_a_fear

Cross-cultural Management and Leadership

Seminar 7:

Conscious leadership in the cross-cultural workplace.

The impact of biases and triggers.

Jaroslava Kubatova, Palacky University

The unconscious and bias

- The unconscious consists of deeper mental processes not readily available to the conscious mind

- If we grow in self-awareness, we will be able to control better our unconscious mind

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Unconscious biases

- Beliefs, judgments, and automatic thought patterns we are not (well) aware of
  - Including stereotypes about certain groups of people/cultures (cf. the layers of culture)
- A lack of awareness of one's unconscious bias can impact the person's ability to lead consciously

Understanding bias

- Bias is part of the human condition
  - We can have bias for, or against, something or someone

- Biases that are unconscious can significantly impact our decision-making and outcomes
  - We need to become aware of what they are, and how they impact ourselves and others

Example

- Participating in a team meeting is highly encouraged in some Western cultures, while some Asian cultures encourage individualistic work.

- In the west, not being involved by asking questions or making suggestions can be interpreted as a sign of disinterest or lack of motivation.

- In Eastern cultures, it is customary for employees to sit quietly while the manager or team leader does nearly all of the talking. If an employee were to make a suggestion, no matter how well-intended their motives may be, it can be interpreted as questioning the leader's authority. It can be seen as an extreme show of disrespect.

- This may lead to a cultural bias against a person from the other culture

Source: Drew., C. (2022, June 14). 12 cultural bias examples. *Helpful Professor*.
https://helpfulprofessor.com/cultural-bias-examples/

Sanaxava Ipostova, Palacky University

Activity

- What types of bias can occur?

Activity

- What types of bias can occur?
  - Communication style
  - Language/Accent
  - Age
  - Socioeconomic status
  - Geographic location
  - Political affiliation
  - Thinking style
  - Personality
  - Education
  - Family status
  - Work style
  - Organizational level
  - Experience
  - …

How to recognize that we tend to be biased

- There is a set of questions we can ask ourselves
  - Would I say the same about another group?
  - Do I think "All," "Every," "They" about a specific group?
  - Do I base my evaluations on someone's actual behavior or am I evaluating only on my opinions, judgments, and assumptions?
  - Do I make assumptions based on look, voice, or appearance?
  - Where/how did I learn my assumptions, biases, and stereotypes (from friends, family, media, personal experience)?
  - If I had a one-time personal experience that was negative with a member of a particular group, do I expect or believe that all future experiences with this group will be negative?

Exercise 1 – Our biases

- Try to answer these questions and determine how your own national culture influences these answers.
    - What assumptions are you making?
    - How might you be stereotyping an individual into a particular group?
    - Explore the early messages that influenced your perception of a particular topic. What was the message and how did it impact you?
    - Are you resistant to certain subjects or aspects of diversity and inclusion? What are they? Where did they come from?
    - How true are the assumptions and judgments you made? How can you influence change in future circumstances by being aware of your bias and actions?

Recognising our triggers

- In our journey towards becoming conscious leaders, we need to develop our awareness about what triggers set us off and the emotions they release in us

- The trigger point for our responses is the amygdala (a part of our brain) which processes everything that occurs to us
  - It performs a primary role in the processing of memory, decision-making, and emotional reactions

- Triggers are events that tend to catapult us instantly into highly emotional reactions, often way out of proportion to the event itself

- When triggered, our capacity to think clearly and to act wisely is seriously impaired.

- The ability to master our emotional reactivity is a core competency for leaders

Source: Social Transformation Project (n.d.). Stproject.org. Retrieved August 15, 2022, from http://stproject.org/toolkit_tool/managing-your-triggers-toolkit

Jaroslava Kubatova, Palacky University

- Triggers are very personal

- They arise out of our life history
    - Thus are also influenced by our culture

Activity

- Can you think of any common or interesting triggers you have experienced?

Activity

- Can you think of any common or interesting triggers you have experienced?
  - Rejection
  - Betrayal
  - Unjust treatment
  - Helplessness
  - Loss of control
  - Being excluded or ignored
  - Disapproval or criticism
  - Feeling unwanted or unneeded
  - Feeling too needed
  - Insecurity
  - Loss of independence
  - Rudeness
  - ...

Can you think about these or others triggers in relation to cultural dimensions and factors discussed in previous seminars?

Managing our own triggers

- There are many different ways (see the literature and further proposed practices)
- The following recommendations can be used at work to calm down quickly

Smith, D. (2022, May 18). How to quickly calm down when you get triggered at work. *Harvard Business Review*. https://hbr.org/2022/05/how-to-quickly-calm-down-when-you-get-triggered-at-work

A quick calming practice

- Take deep breaths

- Distract yourself

- Use your words

- Be ready with a script

- Process your feelings

Jaroslava Kubatova, Palacky University

- Take deep breaths
  - Slowing down and deepening your breath help to push us back into a more relaxed state of in mind

- Distract yourself
  - Distraction is anything we can do to direct our attention away from our strong emotion temporarily.
    - We can focus on another sensation in our body, such as the feeling of our weight pressing into our seat or scann our environment and look for specific items, e.g. all the blue objects in the room

- Use your words
  - Research shows that putting our feelings into words, or emotional labelling, can quickly reduce their grip on us and lessen our physiological distress
    - Example (during a meeting where you are not happy with its course): "I feel annoyed, frustrated, and worried."

- Be ready with a script
  - Particularly in team meetings, we need to respond right away and we do not have a private moment to calm down
  - t is good to have a couple of go-to lines that will allow us to quickly respond and yet to gain more time
    - "That's interesting. Can you tell me how you came to that
    - conclusion?"
    - "That's not how I see it. Can you say more about that?"
    - "Thanks, I'd like to think about that more before responding."

- Process your feelings
  - After the moment has passed, when you have more time to thoughtfully reflect, process your feelings more fully alone or with someone you trust
  - Consider physical exercise

Exercise 2 – Managing a trigger

- Think of a situation from an encounter with other cultures that triggered you.

- How would you handle it using the quick calming technique described above?

Frurther practices

- It's perfectly normal to be biased and triggered. It doesn't mean we're bad, but we need to acknowledge it and work with it

- Self-compassion practices can help with self-acceptance
  - https://ggia.berkeley.edu/?_ga=2.132109839.1098270484.1660564514-1478629369.1655970071#filters=self-comp

- Resilience to stress practices can help to eliminate triggers
  - https://ggia.berkeley.edu/?_ga=2.132109839.1098270484.1660564514-1478629369.1655970071#filters=resilience_to_stress

Source: *Greater good in action*. (n.d.). Berkeley.edu. Retrieved August 15, 2022, from https://ggia.berkeley.edu/?_ga=2.132109839.1098270484.1660564514-1478629369.1655970071

Sources:

- Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

- Gass, R. & Ansara, J. (2015). *Managing your triggers toolkit*. Retrieved August 15, 2022, from http://stproject.org/toolkit_tool/managing-your-triggers-toolkit

- Smith, D. (2022, May 18). How to quickly calm down when you get triggered at work. *Harvard Business Review*. https://hbr.org/2022/05/how-to-quickly-calm-down-when-you-get-triggered-at-work

- Drew., C. (2022, June 14). 12 cultural bias examples. *Helpful Professor*. https://helpfulprofessor.com/cultural-bias-examples/

- *Greater good in action*. (n.d.). Berkeley.edu. Retrieved August 15, 2022, from https://ggia.berkeley.edu/?_ga=2.132109839.1098270484.1660564514-1478629369.1655970071

Cross-cultural Management and Leadership

Seminar 8:

Conscious leadership in the cross-cultural workplace.

Ways of thinking and Ego.

A small reminder

- What is the essence of Tony Fang's Yin Yang approach to national culture?

Duality

- Duality presents another challenge to conscious leadership
- Dualistic thinking assumes a universe where there are only two contrasting, mutually exclusive choices or realities
  - either/or, bad/ good, negative/positive …
- Typical in western cultures

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Here is a wooden cylinder
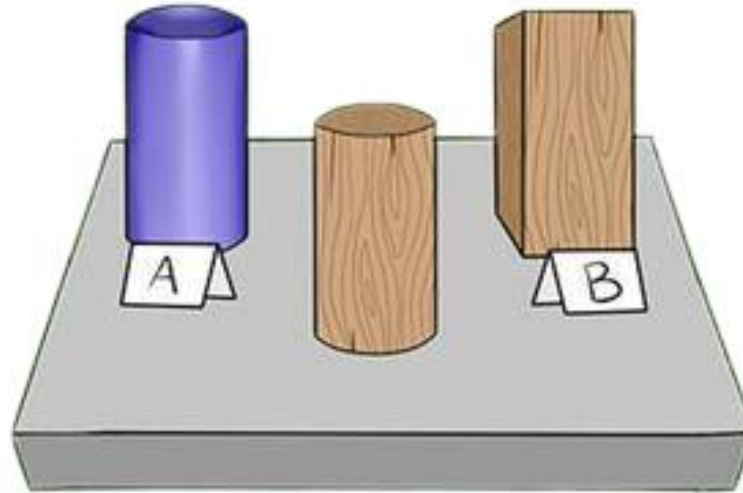
Which one would the cylinder be more similar to?
A or B?

Source: *West and east, cultural differences*. Youtube (2012, December 5).
https://www.youtube.com/watch?v=ZoDtoB9Abck

Dialectical thinking

- Dialectical thought involves seeking a synthesis of two or more seemingly opposing viewpoints
  - It is *both …. and* way of thinking
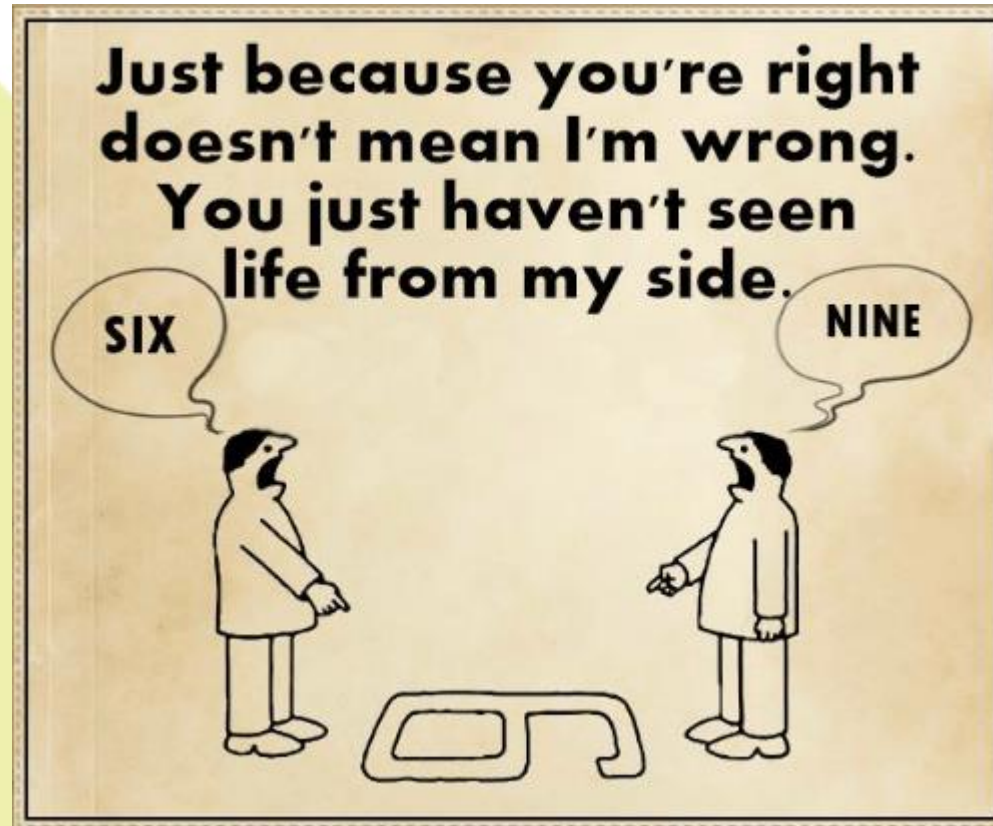
Source: *Communication*. (2018, August 24). Signs of Life. https://signsoflifeconz.wordpress.com/portfolio/communication/

Activity

- What do you think are the pros and cons of dualistic and dialectical thinking?

- Dualistic thinking encourages people to get territorial about their points of view

- An inability to negotiate multiple possibilities can present obstacles to creating collaborative teams

Exercise 1 – Way of thinking

- How can you tell if you tend to think in a dualistic or dialectical way?

- How do you recognize duality at work in someone's thoughts?

- Can you think of a situation that was influenced by dualistic thinking?

- What happened, what was the outcome?

- Would you recommend switching to a dialectical way of thinking? Why?

- If so, what would you recommend to people to make it work?

- What might be the outcome of the situation under consideration if it were handled dialectically?

Further practice

- Both meditation and mindfulness can be useful tools that can help develop dialectic thinking
  - Some practices are available here https://ggia.berkeley.edu/#filters=mindfulness

Source: *Greater good in action*. (n.d.). Berkeley.edu. Retrieved August 16, 2022, from https://ggia.berkeley.edu/#filters=mindfulness

Healthy and Unhealthy Ego

- Ego - a term that describes the sense of self that we have, a self that is separate from other people

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.
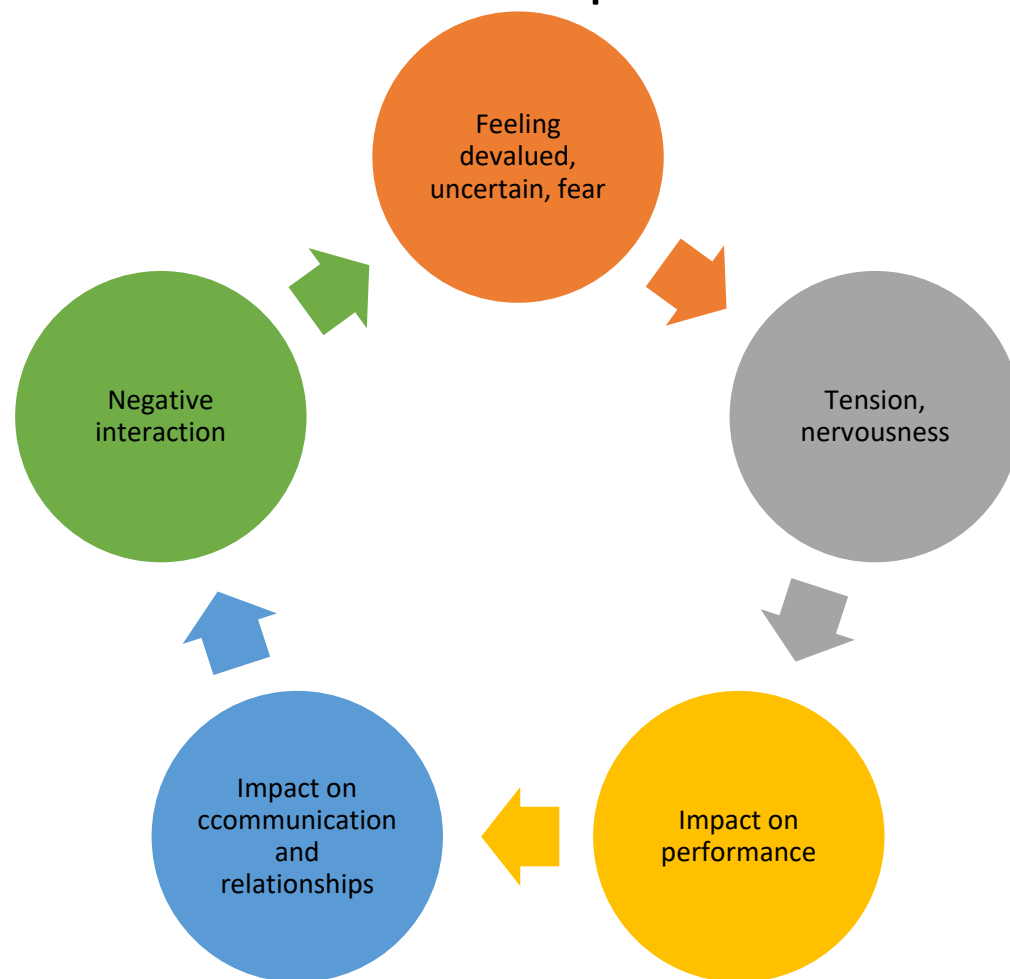
Healthy Ego

- A healthy ego is that which motivates us to develop and be authentic

- It is able to understand and overcome fears

- It is open to other's perspectives, ways, similarities, and differences
  - People realize that other perspectives exist beyond their own and do not feel threatened by them

Unhealthy Ego

- An unhealthy ego (also little ego) is often ruled by fear

- It is likely dualistic

- It measures itself against others or situations

- It contains negativity, unhealthy competition, and victimhood

- It seeks to create a comfort zone around itself, setting up barriers to different perspectives or others

- Leaders necessarily work in company with other people
- When every member of a team has the opportunity to contribute their talent to the whole team and the entire organization, there is an elevated potential for greater success
  - An unhealthy ego can stand in the way of this success

Vicious Cycle in an atmosphere of fear and insecurity

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Exercise 2 – Meeting a healthy and an unhealthy ego

- Think of a situation where you met a person who, in your opinion, had a healthy ego.
  - How did this healthy ego manifest itself, what did you learn from the situation?
- Now think of a situation where you met a person who, in your opinion, had an unhealthy ego.
  - How did this unhealthy ego manifest itself, what did you learn from the situation?
- Can the perception of one's ego be culturally biased?

Further pracitices

- The development of a healthy ego is supported by growing self-awareness

- Taking *The VIA Survey of Character Strengths* can help
  - https://www.viacharacter.org/

- *Use Your Strengths* practice can help too
  - https://ggia.berkeley.edu/practice/use_your_strengths

Sources: *VIA character strengths survey & character reports*. (n.d.). Viacharacter.org. Retrieved August 16, 2022, from https://www.viacharacter.org/ (basic version for free)
Greater good in action. (n.d.). Berkeley.edu. Retrieved August 16, 2022, from https://ggia.berkeley.edu/practice/use_your_strengths

Sources:

- Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

- *Communication*. (2018, August 24). Signs of Life. https://signsoflifeconz.wordpress.com/portfolio/communication/

- *Greater good in action*. (n.d.). Berkeley.edu. Retrieved August 16, 2022, from https://ggia.berkeley.edu/#filters=mindfulness

- *VIA character strengths survey & character reports*. (n.d.). Viacharacter.org. Retrieved August 16, 2022, from https://www.viacharacter.org/

- *West and east, cultural differences*. Youtube (2012, December 5). https://www.youtube.com/watch?v=ZoDtoB9Abck

Cross-cultural Management and Leadership

Seminar 9:

Conscious leadership in the cross-cultural workplace.

Blame game and authentic power.

The blame game

- The blame game is a situation in which different individuals attempt to assign blame to each other for some problem or failure

- Related to
  - Unhealthy ego
  - Dualism (If I'm right then he/she is wrong)

Conscious leaders and the blame game

- Conscious leaders do not blame others for the outcome of a situation
- They take responsibility for their own actions and they do not make others wrong
- They do not play the blame game

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Activity

- Do you think that the tendency towards the blame game can be culturally determined?
  - Help (for example):
    - Trompenaars and Hampden-Turner model of culture
      - https://www.youtube.com/watch?v=zCYTp8vDt1U
    - Hofstede model – Power distance
    - Hall - High- and Low-context cultures

Source: *Internal Direction and External Influence Cultures*. Youtube. (2019, May 25). https://www.youtube.com/watch?v=zCYTp8vDt1U

The blame game in western and eastern cultures

- Western cultural conceptions hold that individual persons are the only entities that have agency

- In East Asian cultures, corporations, divisions, teams, and other collectivities are the salient units of society and are seen as causing outcomes
  - Nevertheless, in a lot of cases in these cultures, the senior executive apologizes and accepts the blame before the social environment even initiates it

Source: Columbia Business School. (2007). *The blame game*. Ideas & Insights. Retrieved August 18, 2022, from https://www8.gsb.columbia.edu/articles/ideas-work/blame-game

Discovering new possibilities

- We can discover new possibilities when we examine our beliefs and behaviors (including the blame game) that potentially block us from achieving what we want to achieve

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

The 3 Bs of Growth
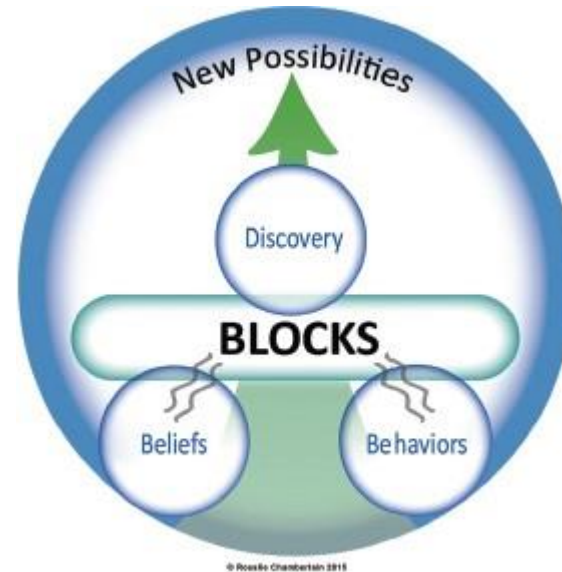
Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

- Feeling valued really comes from within

- External appreciation can never replace the sense of satisfaction we have by acting on our purpose

- When we don't value ourselves, we are prone to slip into blame

Excersise 1 – Our judgments

- See if you can give yourself some space and time to consider negative judgments that come up (whether they're about you or others).

- Where do these really come from?

- Are they based on truth?

- Are they habitual thoughts?

- Try really listening to the message. It probably was originally intended to protect you in some form or fashion, but it now only takes away your energy, confidence and power. The deeper you go in understanding the message and the impact it has on you, the easier it will be to determine where it came from, if it is true for you and if you want to commit to let it go.

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Our authentic power

- Often we think of power as one person's influence *over others*
- The real power is when we become congruent with who we are and what we want

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Growing to conscious leadership
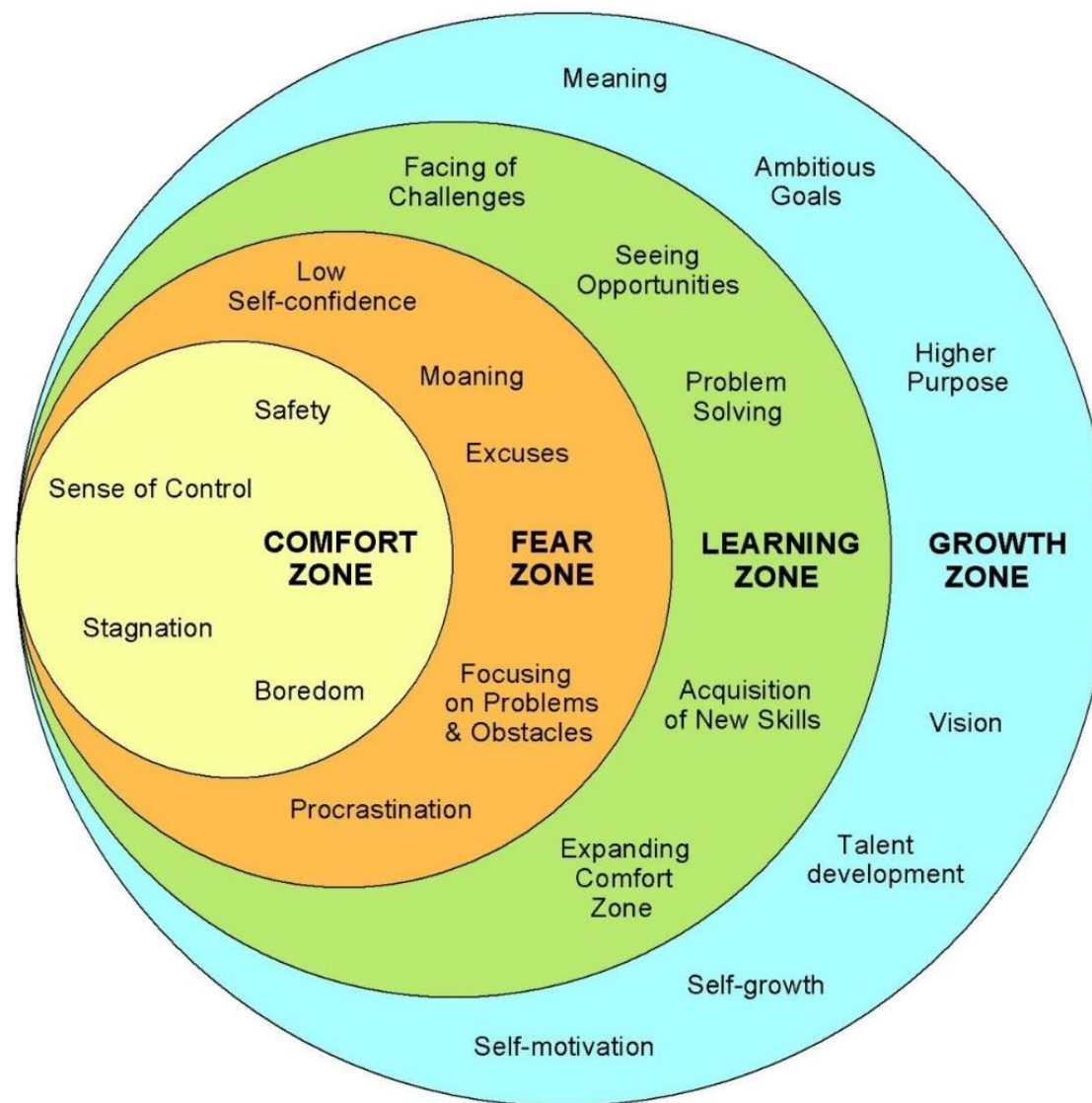
Source: *Step out of your comfort zone to pursue personal growth and development*. (2021, January 21). Innobatics - Business & Life Growth. https://innobatics.gr/en/comfort-zone/

The comfort zone

- The comfort zone is the known, the familiar, where we feel that we are not in any danger and where we do not need to try.

- It provides us with an oasis of tranquility, relaxation, and replenishment.

- Staying only there also means stagnation and boredom

- To step out and grow, it is necessary to pass the fear and learning zones

The fear zone

- The fear zone makes us anxious, lowers our self-confidence

- There is a risk of manifesting factors that hold us back (unhealthy ego, dualism, excuses, blaming outer factors...)

- We need to expect to experience stress here and cope with it in order to progress further

The learning zone

- In the learning zone, we face our challenges, focus more on the solutions rather than problems, spot new opportunities, and acquire new skills

- Also, we have expanded our comfort zone and feel more comfortable and secure than before

The growth zone

- In the growth zone, we have increased our resilience and we are setting more ambitious goals

- We honoured our talents and developed our skills

- As our personal development continues, our life gains a lot more meaning. Progressively, we find our higher purpose and start to create a long-term vision

- Our self-motivation ability is also considerably improved
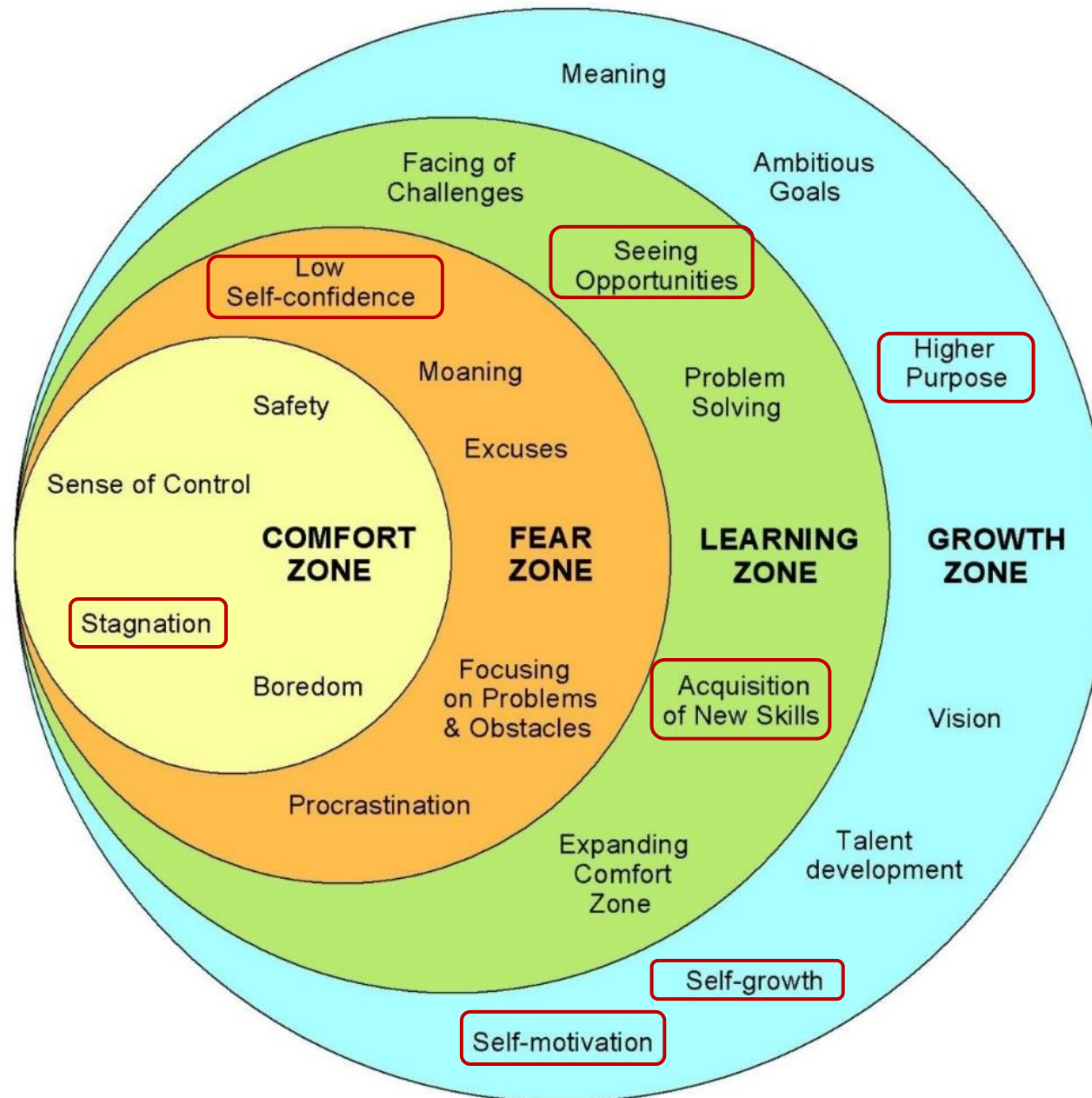
Passing through zones – Baby steps

- The most effective way for growth seems to be leaving the zones in baby steps

- Small doses of fear and anxiety can be managed and overcome

- The theory of plasticity of the brain coming from neuroscience, confirms that our mind is a program which continuously learns, changes and improves

- It creates new neurons, new paths, new subprograms

- It self-upgrades daily depending on our thoughts, actions and behavior

Exercise 2 – Coping with stress and anxiety

- Why are you stressed or anxious, what's the worst thing that could happen?

- Is it really that bad?
  - If it is, what can you do to prevent it from happening (besides avoiding it)?

Further practices

- There are many practices that can support movement between comfort, fear, learning, and growth zones

- These include various physical exercises, meditation or combinations of these two. In addition also various practices focused on self-knowledge as well as enhancing optimism.

- Guidelines for such practices can be found here https://ggia.berkeley.edu/?_ga=2.209444881.226159336.16608208334-1478629369.1655970071, recommended practices for increasing optimism include *Three good things* https://ggia.berkeley.edu/practice/three-good-things and *Finding silver linings* https://ggia.berkeley.edu/practice/finding_silver_linings

Source: *Greater good in action*. (n.d.). Berkeley.edu. Retrieved August 18, 2022, from https://ggia.berkeley.edu/?_ga=2.209444881.226159336.1660820834-1478629369.1655970071

Sources:

Baldwin, D. G. (2001). How to win the blame game. *Harvard Business Review*, *79*(7), 55–58, 60–62, 143. https://hbr.org/2001/07/how-to-win-the-blame-game

Columbia Business School. (2007). *The blame game*. Ideas & Insights. Retrieved August 18, 2022, from https://www8.gsb.columbia.edu/articles/ideas-work/blame-game

Greater good in action. (n.d.). Berkeley.edu. Retrieved August 18, 2022, from https://ggia.berkeley.edu/?_ga=2.209444881.226159336.1660820834-1478629369.1655970071

Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

Internal Direction and External Influence Cultures. Youtube. (2019, May 25). https://www.youtube.com/watch?v=zCYTp8vDt1U

Step out of your comfort zone to pursue personal growth and development. (2021, January 21). Innobatics - Business & Life Growth. https://innobatics.gr/en/comfort-zone/

Cross-cultural Management and Leadership

Seminar 10

Conscious leadership in the cross-cultural workplace.

Confidently lead in a cross-cultural environment.

Confidently leading in a cross-cultural environment

- Two important components:
  - Conscious and effective leadership based on self-awareness
  - Cultural awareness

Conscious leaders characteristics in practice

- Conscious leaders are at peace with themselves
  - Are free from complaining because they see opportunity in all situations
  - Can manage their behavior
  - give their team and their colleagues the chance to also see opportunities, and the space to bring up creative solutions

Source: Chamberlain, R. (2016). *Conscious leadership in the workplace: A guidebook to making a difference one person at a time*. Morgan James Publishing.

- Conscious leaders are not thrown off by criticism
  - They see it as another opportunity for learning and growth
  - They are careful and effective in providing constructive feedback to others

- Conscious leaders want to know the strengths and talents of the individuals on their team, and how to best leverage those strengths and talents
  - Their team in turn knows they can have open conversation with their leadership, and that they have a shared commitment to the outcome

- Decision-making is a prevalent action for leaders.
  - Conscious leaders know that no decision is a decision
  - They take into account the many perspectives and options available, they avoid dualism and unhealthy ego manifestations

- Continual growth is an important component of conscious leadership
  - In a cross-cultural environment, this includes cultural awareness development

Exercise 1 - Your leadership

- Ask yourself if you would confidently follow your leadership.

- If yes, congratulations! Why? What are your leadership strengths?

- If there is a sense of "most of the time," then explore the times you would not want to follow you. Why? What would you change?

Activity

- What would you suggest as ways to develop cultural awareness?

Ways to develop cultural awareness

- Communicating clearly

- Acting appropriately

- Making yourself clear & checking for understanding

Source: Kwintessential. (n.d.). *Cultural Awareness. A free manual.* Retrieved March 29, 2013, from http://www.kwintessential.co.uk/files/Cultural_Awareness_Handbook.pdf.

Communicating clearly

- Know yourself
  - How do you communicate, why?
  - How do people react and respond?
  - Pay attention to nonverbal communication

- Learn about the culture of your coworkers
  - Be curious and respectful

- Put yourself in their shoes
  - Avoid judgments

- Whenever you find yourself in a confusing situation, get into the habit of asking 'Could this be a cultural difference?'

- Do not stereotype
  - If you find yourself treating someone as if they are typical of a group, try to think of that person as an individual

- Be patient with yourself and don't be afraid of making mistakes
  - Don't blame yourself for them, learn from them

Acting appropriately

- Watch what other people do
  - Learn about their culture this way and respect their habits

- Be aware of your own behavior
  - Don't offend anyone (without meaning to)

Making yourself clear & checking for understanding

- When you talk to someone focus on
  - Speed
  - Pronunciation
  - Clear meaning
  - Words and phrases

- Say the same thing in different ways

- Check for understanding

- Be aware of body language (yours and your partners)

Learning about cultures

- There are many ways and sources

- Learning is never finished

- One interesting and still ongoing research: GLOBE
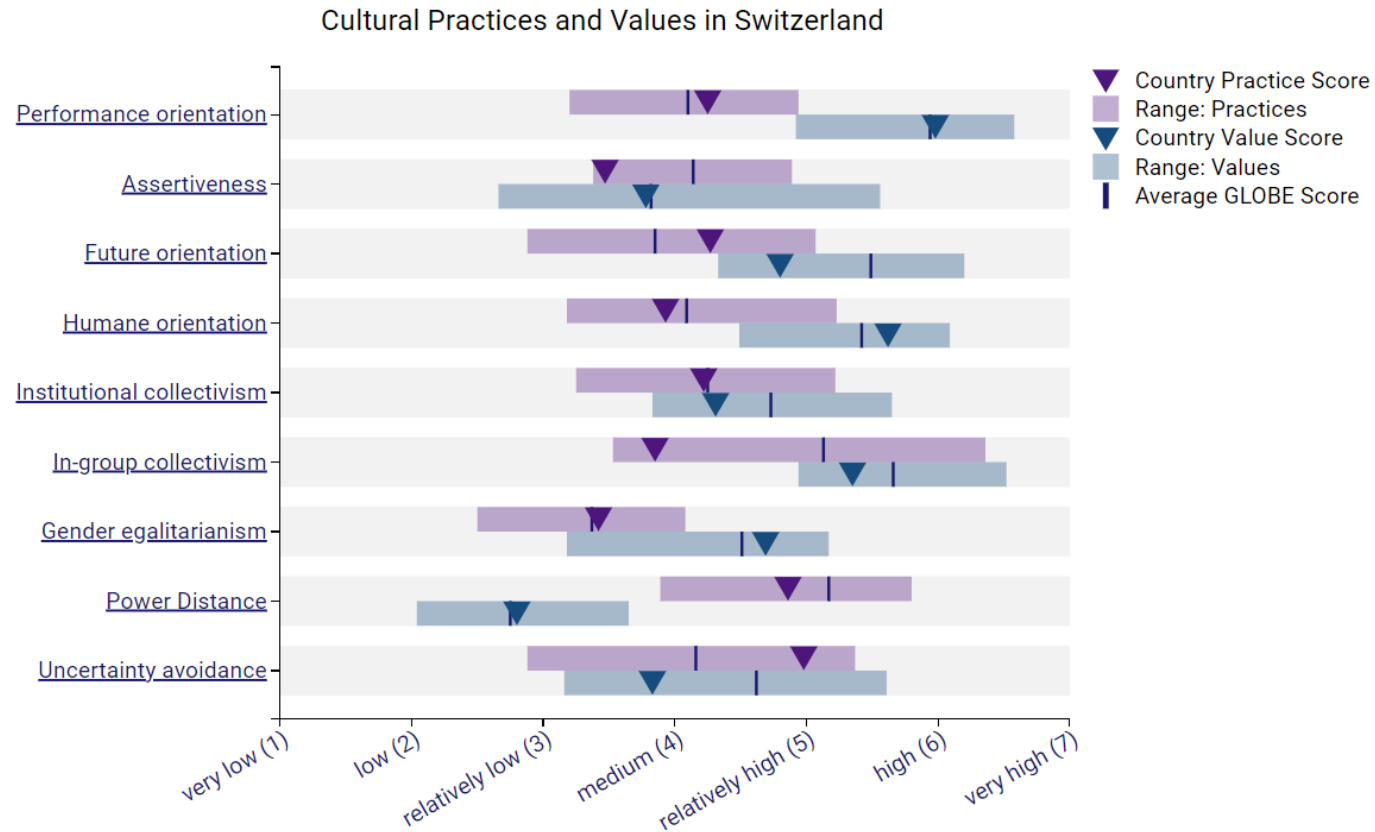 https://globeproject.com/

The GLOBE research

- The GLOBE 2020 research project is an extension of over 20 years of collaborative work conducted by the GLOBE research team

- In the 1990s, the GLOBE (Global Leadership and Organizational Behavior Effectiveness) project examined the relationships among societal culture, leadership, and organizational practices in collaboration with more than 200 researchers from 62 societies

- In 2014 GLOBE CEO Study (24 countries)

- Data and visualization of the results are available on the project website
  - https://globeproject.com/study_2004_2007?page_id=data#data
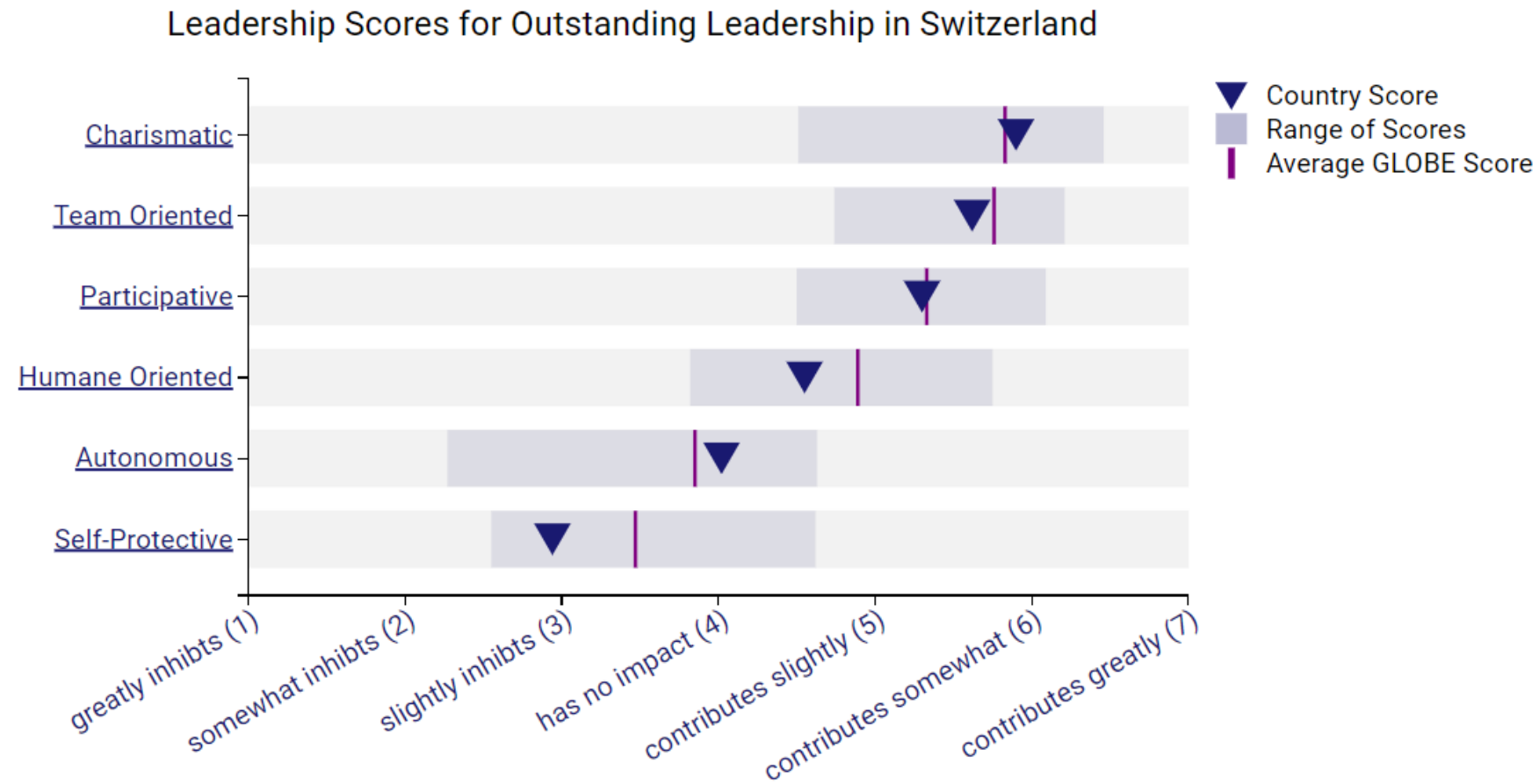 - https://globeproject.com/results?page_id=country#country

Example: Switzerland

Source: *Results - Switzerland GLOBE project*. (n.d.). Globeproject.com. Retrieved August 18, 2022, from https://globeproject.com/results/countries/CHE?menu=list

Leadership Visualization

Leadership Scores for Outstanding Leadership in Switzerland

21 leadership scales ranked from the "most universally desirable" to "the least universally desirable"

Integrity (6.07)
Inspirational (6.07)
Visionary (6.02)
Performance-oriented (6.02)
Team-integrator (5.88)
Decisive (5.80)
Administratively competent (5.76)
Diplomatic (5.49)
Collaborative team orientation (5.46)
Self-sacrificial (5.0)
Modesty (4.98)

Humane (4.78)
Status conscious (4.34)
Conflict inducer (3.97)
Procedural (3.87)
Autonomous (3.85)
Face saver (2.92)
Non-participative (2.66)
Autocratic (2.65)
Self-centered (2.17)
Malevolent (1.80).

Note: based on a 7-point scale
Source: Hoppe, M. (2007). *Culture and leader effectiveness: The GLOBE Study*. Retrieved August 18, 2022, from http://www.nnli.org/uploads/2/9/4/1/29412281/globesummary-by-michael-h-hoppe.pdf

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'Universal' Leader Characteristics

Contribute to a Person Being Seen as an Outstanding Leader

Trustworthy	Decisive
Just	Excellence-oriented
Honest	Dependable
Foresight	Intelligent
Plans ahead	Effective bargainer
Encouraging	Win-win problem solver
Positive	Administratively skilled
Dynamic	Communicative
Motive arouser	Informed
Confidence builder	Coordinator
Motivational	Team builder

Inhibit a Person from Being Seen as an Outstanding Leader

Loner	Irritable
Asocial	Egocentric
Indirect/Non-explicit	Ruthless
Non-cooperative	Dictatorial

Culturally Contingent Leader Characteristics

Anticipatory	Intuitive
Ambitious	Logical
Autonomous	Micro-manager
Cautious	Orderly
Class conscious	Procedural
Compassionate	Provocateur
Cunning	Risk taker
Domineering	Ruler
Elitist	Self-effacing
Enthusiastic	Self-sacrificial
Evasive	Sensitive
Formal	Sincere
Habitual	Status-conscious
Independent	Subdued
Indirect	Unique
Individualistic	Willful
Intra-group competitor	Worldly
Intra-group conflict avoider	

Conclusion

- "...across all 61 countries in the GLOBE leadership study, people want their leaders to be trustworthy, just, honest, decisive, and so forth.

- However, how these traits are expressed and enacted may still noticeably differ from society to society.

- For example, for a leader to be described as decisive in the U.S., he or she is expected to make quick and approximate decisions. In contrast, in France or Germany, being decisive tends to mean a more deliberate and precise approach to decision-making. The same caution applies to the universally undesirable leader traits."

Exercise 2 - Consultancy

- A good friend of yours knows that you took a course in cross-cultural management and leadership. He is about to lead a cross-cultural team of volunteers involved in supporting the development of conscious business. He has asked you to develop advice for him/her on how best to perform in such a role. What advice would you give him/her?

- What would be recommendations 1, 2, and 3 (in order of importance)?

Further practice

- To learn about yourself, you can take the DISC test (mentioned in Hegarty, K. (2020). *The accidental business nomad: A survival guide for working across A shrinking planet*. John Murray.)
  - https://discpersonalitytesting.com/free-disc-test/

Sources:

Free DISC test. (2012, July 12). DISC Personality Testing; DISCPersonalityTesting.com. https://discpersonalitytesting.com/free-disc-test/

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