GLOBAL LEADERSHIP COMPETENCY FRAMEWORK

Update to the 2006 Intercultural Leadership Skills Framework

ABSTRACT

Achieving leadership excellence is a journey. Knowing your destination provides the goal and having the tools to get there is critical. This framework provides that destination – a goal and an ideal set of skills, abilities, characteristics and behaviors that leaders need to operate most effectively in our global context today.

The Leadership Skills Framework was first published in 2006 by Ann Gordon, (MSc. University of Guelph and Nuffield Scholar). This update was inspired by a decade of experience working with leaders engaged in international and rural development.

It provides the Advanced Agricultural Leadership Program (AALP) and other industry leaders with:

An *Ideal* Path to Leadership Excellence

GLOBAL LEADERSHIP COMPETENCY FRAMEWORK

Adaptation and Innovation

Enjoy & manage ongoing challenges ~ Show curiosity & creativity ~ Be interested in life-long learning & social interactions ~ Work independently/be self-reliant ~ Observe patterns of change & adjust to these shifts ~ Be improvement oriented ~ Display self-efficacy, functioning well in stressful or unexpected situations ~ Maintain balance between adaptation & own cultural identity ~ Be self-sacrificial, resilient, dedicated, flexible, a critical thinker & a risk-taker ~ Adapt to work in a new/different environment ~ Be open-minded & receptive to new ideas ~ Possess a sense of humor.

Cultural Intelligence (CQ)

Understand cultural dimensions & the relationship of history, values, religion, culture, & gender norms to people, their societal systems & leadership expectations ~ Observe mindfully ~ Conceptualize & interpret situations ~ Recognize own assumptions & unconscious bias ~ Adapt behavior to act appropriately & successfully ~ Show respect & unpretentiousness ~ Demonstrate positive moral perceptions ~ Possess realistic views specific to an ethnicity or host country/culture ~ Understand power dynamics.

Relationship Building Skills

Be aware of & sensitive to others' perceptions and concerns ~ Foster cooperation & collaboration ~ Strengthen others by recognizing contributions & encouraging capability ~ Manage conflict & difficult personalities ~ Be supportive ~ Mentor & coach ~ Possess strong oral & written communication ability, facilitation skills, creative problem solving capacity, solid negotiation & social skills ~ Be a team integrator ~ Inspire trust ~ Earn respect ~ Know when to lead and when to follow ~ Show dignity, integrity, authenticity & humility ~ Be honest, sincere & fair.

Analytical and Emotional Intelligence (IQ & EQ)

Know own values & beliefs & operate with a clear personal code of ethics ~ Be mindful of own motivations/expectations of life in or working with another country/culture or ethnic group ~ Possess solid cognitive ability ~ Maintain positive & enthusiastic attitude ~ Show good judgement ~ Be able to manage ambiguity ~ Set high level of performance & excellence ~ Be open to constructive criticism ~ Exercise self-care, management & understand own limits ~ Learn from mistakes and experience ~ Model exemplary behavior ~ Possess self-awareness, self-knowledge, self-confidence, social awareness, patience & determination.

Intercultural Communication

Understand diversity within & between cultures ~ Analyze situations appropriately ~ Communicate clearly & convincingly (verbal, non-verbal & written, multi-lingual, using new technologies & appropriate medium) ~ Practice observational, networking & advocacy skills, ~ Communicate expectations & principles for excellence ~ Empower others towards shared/common vision of the future ~ Give & receive suitably, constructive feedback ~ Use diplomatic conflict resolution, active listening & precision questioning ~ Display empathy & openness ~ Be inspirational, motivational & trustworthy.

Strategic, Financial and Organizational Abilities

Be visionary, resourceful, reliable, decisive, logical, administratively competent and a multi-tasker ~ Plan, organize & coordinate ~ Effectively manage information (investigate, analyze and verify facts) ~ Set priorities ~ Be intuitive, politically astute, globally-minded, financially & economically literate (micro and macro) ~ Succeed in complex systems and understand technology impacts ~ Advocate for good governance ~ Manage time and risk ~ Be supportive, accountable, & responsive ~ Display technical & sector competence ~ Balance family life & work goals.

Notes:

1. In addition to the literature review referenced below, this updated framework was informed by 20 semi-structured questionnaires/interviews conducted in March 2019 by leaders engaged in international and/or rural development from inside and outside Canada and the US.

2. Leadership is a process of influence to achieve a goal. It is the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organizations/entities in which they are involved. Much of the literature indicates that these skills and abilities are learned characteristics and behaviors (House *et al.,* 2014; Gordon, 2006).

3. The skills, competencies and behaviors in this framework are rooted in the charismatic and transformational leadership theories. These concepts are closely aligned and for some researchers are synonymous. Additional attributes have also been included, reflecting a wide variety of skills, styles and behaviors as outlined in the Globe Study (House *et al.*, 2014; Gordon, 2006).

4. The list is comprehensive and inclusive. There is also no absolute "correct" set of leadership behaviors, skills or competencies in the literature and it is common for leadership frameworks/taxonomies to include a combination of abilities or constructs. The evidence points to the importance of having a wide variety of leadership skills, competencies, and abilities in your toolkit to be able to use many different leadership behaviors consistent with societal expectations. Research also suggests that the most effective leaders use a collection of these competencies, each in the right measure and at just the right time (House *et al.*, 2014; Goleman, 2000).

5. While this framework attempts to categorize and clarify the unique elements of each skill area, the boundaries are not exclusive. For effective leadership across and within cultures, there must be an inter-relation and integration between the skills and categories depending on the situation and cultural context. This coincides with the Globe Study 2014 approach and others referenced below.

6. This work looks at leadership from a global context and the terms intercultural, multi-cultural and cross-cultural are considered interchangeable, albeit have slightly different characterizations.

Definitions:

Charismatic Leadership Theory: Contrary to the popular meaning of charisma (flamboyant, exciting, theatrical), the research literature describes this theory as a process that focuses on inspiring followers with a desirable and realistic vision. A vision that is decided based on appropriate analysis and an expectation of high-performance. Sincerity, decisiveness and credibility are clearly demonstrated because of their integrity and willingness to sacrifice their own self-interest (House *et al.*, 2014).

Cognitive/Cognition: The mental act or process of acquiring knowledge and understanding through thought, experience, and the senses. It also includes both awareness and judgement (Oxford 2019; Webster 1981).

Transformational Leadership Theory: A process that uses a combination of inspirational influence and motivation, intellectual stimulation, individual engagement and high-performance expectations. This dynamic raises the level of motivation and standards of both leader and follower to transcend/transform their own immediate interests to work hard for greater collective goals and compelling vision. These leaders have integrity, model the desired behavior and show consideration for each follower. They are viewed as sincere, decisive, credible, self-sacrificial and open to learning from experience (Gordon, 2006; House *et al.*, 2014; Lussier *et al*, 2004; Thomas *et al.*, 2009).

Positive Moral Perceptions: Seen as having the confidence and ability to do the right thing (Oxford *Living* Dictionaries, 2019).

Self-Efficacy: How well one can execute courses of action required to deal with prospective situations. This is developed through past performance, experience and social observation, communication ability and state of mind. It is also linked to cultural intelligence capacities (Bandura 1988; Mac Nab *et al*, 2012).

Self-Sacrificial: Putting the interests or goals of others (group/collective) above one's own self- interests or forgoing self-interest and make personal sacrifices for a goal or vision (House *et al.*, 2014).

Team Integrator: A person on your team who is an effective communicator and works hard to bring together all the pieces, provides the glue, ensures the team combines its distinctive expertise and work into a unified whole. (Balakrishnan *et al*, 2011; House *et al*, 2014).

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